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ABSTRACT

This document reports on a Cooperative Academic Planning Curriculum Development Workshop designed to discuss issues and concerns that are germane to the survival of colleges and universities with black heritage. Part 1, plenary sessions on curriculum change and improvement, discuss the predominantly black college and the demand of the new American social order and insruing a future for black colleges. Part 2, seminar on reading and its role in the academic program, presents some thoughts about reading in the academic program, historical perspectives in college reading, and the need for teacher assistance in reading assignments. Part 3, presents reports on the implementation status of the curriculum documents of 18 colleges from the 1973 Dallas summer workshops. Part 4, presents participants' postulates on ongoing curriculum development at predominantly black colleges and universities. (MJM)

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Director of Cooperative Academic Planning Program

Roosevelt Calbert

Associate Director: *

Joel O. Nwagbaraocha

Assistant Director: **

Willie J. Epps

*Until April 10, 1974
**As of May 13, 1974

The Cooperative Academic Planning (CAP) Program, which is a programmatic component of the Institute for Services to Education, is part of the Technical Assistance Consortium to improve College Services (TACTICS) program which is funded under Title III of the Higher Education Act. This segment of the TACTICS program is charged with the responsibility to assist black colleges to improve their academic program planning.

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CURRICULUM CHANGE IN BLACK COLLEGES VII

A Report on a Cooperative Academic Planning Curriculum Development Workshop

Prepared by

ROOSEVELT CALBERT
JOEL O. NWAGBARAOCHA
WILLIE J. EPPS

ATLANTA, GEORGIA
April 4-6, 1974

COOPERATIVE ACADEMIC PLANNING
INSTITUTE FOR SERVICES TO EDUCATION, INC.

2001 "S" Street, N.W. Washington, D.C. 20009

August, 1974

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PREFACE

Since the inception of the Cooperative Academic Planning (CAP) program in 1971, the CAP office, in cooperation with its consortial colleges and universities, still views itself as a catalyst for the stimulation and initiation of curricular innovations on the campuses of these institutions. One facet of the CAP services encompasses the developmental workshops which provide forums for the delineation of relevant issues.

The fourth workshop, in the series of four for the 1972 – '73 CAP consortial colleges and universities, was held at the Royal Inn Motor Hotel in Atlanta, Georgia during April 4–6, 1974.

In order to effectively delineate the current issues and concerns that are germane to the survival of colleges and universities with a black heritage, the April, 1974 evaluation workshop centered on the following basic areas:

- Lecture–discussion sessions on the assessment of future higher educational directions were led by two of the presidents of our consortial institutions. One president concerned himself with the evolvement of academic programs to satisfy the needs of an expanding urban community. Another president evaluated higher education on the basis of its past, present, and future contributions toward meeting shifting manpower needs via cogitative career opportunity programs.
- Opportunities were allowed for the participants to evaluate the curricular innovations on their individual campuses during their tenure in the CAP activities. Moreover, strategies were suggested that could stimulate the present CAP team members to continue their efforts to effectuate academic changes subsequent to their discontinuance in this phase of the CAP program.
- Special interest sessions dealing with specific career concerns and projections were executed. Participants, who share an uncertainty about the future career opportunity developments, assessed the current and future academic needs by disciplinary or interdisciplinary approaches. Each institution had the privilege to present its evaluation of the present curricular trends and projected plans that can be set into

place to meet new pressures for innovative programmatic developments.

- One special plenary session was devoted to the issue of reading and its relationship to the entire academic program. Most institutions listed this as a constant source of consternation for students who lack the basic communication skills.

The previous published workshop proceedings are:

Curriculum Change in Black Colleges I – April 19-21, 1972, Atlanta Workshop – (1971 – '72 Consortium)
Focus on Curriculum Change in Black Colleges II – June 13-23, 1972, Dallas Summer Workshop – (1971 – '72 Consortium)
Curriculum Change in Black Colleges III – Part I – November 1-3, 1972, Atlanta Workshop; Part II – April 4-6. 1973, Atlanta Workshop – (1971 – '72 Consortium)
Curriculum Change in Black Colleges IV – Part I – December 4-6, 1972 Atlanta Workshop; Part II June 4-13, 1973, Dallas Summer Workshop – (1972 – '73 Consortium)
Curriculum Change in Black Colleges V – November 15-17, 1973, Atlanta Workshop – (1972 – '73 Consortium)
Curriculum Change in Black Colleges VI – December 3-5, 1973, Atlanta Workshop – (1973 - '74 Consortium)

This publication includes the proceedings of the evaluation workshop for the 1972 – '73 consortium and is the final workshop in this phase of the CAP/TACTICS program for this consortium of colleges and universities.

The CAP office is proud of the commitment and dedication to service that were exhibited by the workshop participants who attended this workshop. In spite of the unusually turbulent weather conditions that were present at the commencement of the workshop, most participants braved these weather elements and arrived at the workshop on schedule. Out hats go off to these stalwart educators. We are also appreciative of the contributions by the authors of the commissioned papers included in these proceedings. Our special thanks go to Mr. Reuben Drake in the preparation of these proceedings.

Roosevelt Calbert
Joel O. Nwagbaraocha
Willie J. Epps

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Nashville, Tennessee

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AND
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April 4-6, 1974

WORKSHOP STAFF

Roosevelt Calbert, Director
CAP, Institute for Services
to Education
Washington, D. C.

Joel O. Nwagbaraocha, Associate
Director, CAP Institute for
Services to Education
Washington, D. C.

Juanita A. McCorvey
Secretary, CAP, Institute
for Services to Education
Washington, D. C.

LECTURERS

Dr. Herman Branson, President
Lincoln University
Lincoln University, Pennsylvania

Dr. Romallus O. Murphy, President
Shaw College at Detroit
Detroit, Michigan

Dr. Ruby W. Martin
Director of Reading
and Language Arts Improvement Project
Tennessee State University
Nashville, Tennessee

Mrs. Joyce Peoples
Doctoral Candidate
American University
Washington, D. C.

Mr. Sloan Williams, III
Senior Program Associate-
English, Institute for
Services to Education
Washington, D. C.

CONSULTANTS

Dr. Elton C. Harrison
Vice President
Southern University
Baton Rouge, Louisiana

Dr. DeField T. Holmes
Vice Chancellor
Fort Bragg-Pope Air
Force Base Campus
Fayetteville State University
Fayetteville, North Carolina

Dr. Charles L. Knight
Vice President
Clark College
Atlanta, Georgia

Dr. Estus Smith
Vice President for
Academic Affairs
Jackson State University
Jackson, Mississippi

Dr. Roy A. Woods
Vice President for
Academic Affairs
Norfolk State College
Norfolk, Virginia

COLLEGE AND UNIVERSITY REPRESENTATIVES

Alcorn State University
Joyce J. Bolden
Norris A. Edney
Calvin S. White

S. D. Bishop State Junior College
Raymond L. Bailey
Janice Kennedy
Roosevelt Riley
Frances D. Smith

Claflin College
B. L. Gore
J. H. Green
Laura E. Gregg

Dillard University
Thomas E. Crittenden, Jr.
Robert S. McGinnis, Jr.
W. D. Moore
Carolyn L. Reynolds

Florida Memorial College
Claire Orson
Jesse Silverglate
Lorraine Strachan

Hampton Institute
Lou I. Boone
Gerald T. Simon
Sharon W. Suggs
Erma K. Williams

COLLEGE AND UNIVERSITY REPRESENTATIVES (Continued)

Lane College
Arthur David
Clarence O. Epps
S. C. Mahajan
Earl L. Sasser

LeMoyne-Owen College
John A. Buehler
Sarah C. Buford
Howard E. Sims

Lincoln University (Pa.)
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Joseph J. Rodgers
Charles Wade

Mississippi Valley State University
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Leon Dishmon **
James Green **
Mary H. Penn
Ila Wells
David H. Wicks

Morehouse College
Willis J. Hubert
Henry C. McBay

North Carolina Central University
Waltz Maynor
Edna R. Mills
John Myers
Mark Tolton

Paul Quinn College
Ethel L. King
Ernest B. People
Gladys Wytch

Prairie View A & M University
LeJeune H. Ellison
Tillman V. Jackson
Samuel E. Lindsay
Bill Orman

Rust College
S. Benito
B. C. Njoku
Talaat Rihan
Nellie Smith

Saint Augustine's College
Minnie T. Forte
Richard L. Moore, Jr.
Addison L. Reed
Lawrence Thompson

** Student

COLLEGE AND UNIVERSITY REPRESENTATIVES (Continued)

Shaw College at Detroit
Valerie Glenn
Dorothy Moorer
Romallus O. Murphy
Janet Russell
Ida Short

Southern University (N.O.)
Ernesto C. Lucas
Thomas J. Patterson
Asa C. Sims, Jr.

Talladega College
Arthur L. Bacon
Charlie M. Stinson, Jr.

Texas College
Perlia M. Derrick
Samir P. Mouftah
Evelyn M. VanWright

Tougaloo College
Louise Brooks
Arlene K. Jenkins **
B. D. Mehrotra
Naomi J. Townsend
Ernelle Wright

Tuskegee Institute
Norma S. Gaillard
Courtney J. Smith
Henry M. Tolbert

Utica Junior College
Benjamin F. Harper, Jr.
James E. Jordan
Mae Helen Thomas

Xavier University
Sister M. Veronica Drawe
George J. McKenna, Jr.
Joseph Rice
Marilyn E. Thomas
Margaret Vail

** Student

PART I
PLENARY SESSIONS ON CURRICULUM CHANGE AND IMPROVEMENT

THE PREDOMINANTLY BLACK COLLEGE AND THE DEMAND OF THE NEW AMERICAN SOCIAL ORDER

Romallus O. Murphy

I am pleased to have this opportunity to share some thoughts and observations with this working group. Hopefully, my presentation will stimulate some interesting and beneficial discussion.

I know that it is early in the morning, but I am reminded that an old and ancient custom has been revived and still continues on college campuses, at public meetings, and on television. It is called "Streaking". Since what we are about is serious business, I shall pause to say to the Streaker, streak now or forever after hold your peace.

Shaw College at Detroit is located in the heart of Detroit. It is, in a sense, both the result of and a response to the history of the tangled web of race and education in our country and, in particular, in our major metropolitan areas. This College began in 1936 as Great Lakes College and had a few other names until 1962 when it became Michigan Lutheran College. It was a suburban college until 1966 when it moved to the New Center Area of Detroit near General Motors Corporation and other city high points. When school closed in June 1967, its student population was approximately 211 students with a ten (10%) percent Black student population. When school reopened in September 1967, after the summer hostilities or riots, if you will, the student population was in excess of 700 students, with a 65% Black student population. Despite this large student increase, the school had decided to close by 1969. This is a story from the pages of urban America.

The School became Shaw College at Detroit in September 1970 due to the leadership of personnel from Shaw University in Raleigh, North Carolina. However, this did not result in any official connection between the two schools. Shaw College at Detroit remains a Michigan corporation with a university-status Charter dating back to 1936.

Shaw College is not a traditionally Black college, but it is a college with a predominate student body who traditionally have attended the Black colleges.

The Urban Scene

Please permit me to quote quite liberally from the Carnegie Commission Report, THE CAMPUS AND THE CITY:

> "On February 28, 1968, in a message to Congress, the President of the United States stated:
>
> "Today, American cities are in crisis. This clear and urgent warning rises from the decay of the decades – and is amplified from the harsh realities of the present."
>
> Few would take issue with the President's assessment. Many elements make up the crisis:
>
> High levels of unemployment and poverty
>
> Rising rates of crime with city streets increasingly unsafe at night
>
> Low standards of health care and grossly inadequate health services
>
> Pockets of severely substandard housing with high density occupation
>
> Inability of the public educational system to meet the educational needs of the city population, high dropout rates, and continuing problems of illiteracy
>
> Traffic congestion, rising levels of air and noise pollution, water shortages, and power failures
>
> "Many of these are problems throughout the nation, but within the high-density population of urban areas they take on a more intensive and potentially explosive character. Recent years have brought some progress in low-cost housing and some improvement in traffic flows. Successes to date, however, have been overshadowed by inability to cope, on any demonstrable scale, with the major problems of urban America.

> "While the central city is usually seen as the primary locus of these problems, it does not exist in isolation from the total metropolitan area of which it is a part. It is the interaction of the two areas – the central city and the suburban ring–that has given rise to the sharpest manifestations of what we now call urban problems. The central city has experienced an erosion of its tax base by the move of businesses from the central city to the surrounding areas, and from the move of high-and middle-income families to suburban residential areas. At the same time, larger concentrations of poor and minority families within the central city have led to increased demands for public services which in turn increase the burdens on central city taxpayers. This continuing upward pressure for greater revenue coupled with the steady erosion of the central city's tax base results in an ever-widening disparity within the central city between the revenues available and the costs of the public services so urgently needed. In a sense, a significant portion of the gain in standard of living available to middle-and high-income families in suburban "rings" of metropolitan areas has been achieved at the expense of the poor in the central cities who do not have the option of buying a home in the suburbs.
>
> > "In view of these interactions, and particularly in view of the mismatch between the needs and resources of the central city, it would seem that many of the problems must be solved on a metropolitan regional basis (or even national basis) rather than solely within the central city. But such efforts are handicapped by the fact that the government structure of most metropolitan areas can be described as a type of 'maze'."

The problems just cited are magnified when you consider the energy crisis and its affect on the State of Michigan. Let me hasten to point out a few other facts. Black Americans are becoming significantly urban people. The State of Michigan now has over one million (1,000,000) Black Americans and the City of Detroit ranks as the third most populous city for Black Americans with approximately seven hundred thousand (700,000). Only four or five southern states have more Blacks than Michigan, while the City of Detroit has more Blacks than does the State of Tennessee or Maryland and a host of other southern states.

Given this picture, what is the role of Shaw College or any Black college in its response to the massive needs of Black Americans?

A Black College Responds

Shaw College, by virtue of its identification with the people to be served, makes its claim as an institution having access to and influence among the population that requires its assistance. Because of our location, we attract students from a host of urban settings who have a multitude of academic and social problems. Accordingly, our philosophy can be stated thusly: An urban institution that is open to the nearly prepared, the preparable, as well as the prepared student. It is our quest, by the very nature of the stated philosophy , to accept students at their present performance levels and to raise their performance levels to those which will provide a sure form of exit success.

I should not suggest that all Black schools adopt such a philosophy. There would be diversity of educational offering. Each must play its role, but the essential nature of the role must necessarily be broadened as each seeks to serve the wider segment of society with its particular set of skills. In other words, the educational philosophy and objective can be inclusive and yet not exclusive. Our philosophy attracts Blacks, but it does not exclude Whites. Despite our effort, there are external forces causing Whites not to come in large numbers. Yet there are many Whites who could benefit from the educational experience at Shaw College.

There are Black schools, located in areas unlike Detroit, which could develop a mission to serve students – say from the top 25% of their classes. We all recognize that original innate intelligence is randomly distributed in society regardless of race, creed, income level, or color. We must compete as educational planners to serve a wide range of needs and articulate our victories.

Societal structures and institutional imperfections have frequently inhibited or prevented the full development of the potential in many youngsters. I think the Black colleges are first and foremost in identifying the individuals with potential and aiding them to become productive citizens. One real measure of excellence is not how the person measures up at entry in the educational process, but what he or she is like upon completion.

Black colleges, particularly those properly located, should develop programs to relate to a wide range of social and economic problems. The problems of crime, poverty, congestion, environmental destruction, and inequality of opportunity are certain to continually pose serious challenges in the coming years. This raises the issue, "Do we educate or serve, or both ?". There are those who say our responsibility is education and that we are not equipped nor qualified to solve urban problems. However, in view of the nature of the problem and its relationship to Blacks, I urge urban involvement. Shaw College has instituted several community originated programs, among them are Model Neighborhood Educational Leadership Laboratory, Neighborhood Youth Corps, Urban Studies, Urban Veteran Center, Adult Basic Education and Adult Basic Education for Native Americans. One should not perceive of these efforts as solving the massive urban problem, but surely we can contribute to its solution without the great debate.

What Are We Preparing Black Students To Do After College?

I live in a highly industrialized area where Blacks still make up a large proportion of those on the bottom of the economic ladder. It is just that the bottom is higher. Shaw College has joined the trend of forming linkages with other institutions in order to increase the students' educational offering. It would appear that some Black schools could form the same kind of linkages where location and programs permit. This may require a kind of cooperation that we are not accustomed to performing. Perhaps CAP could offer a workshop or workshops on curriculum planning for new jobs and technology. A recent report indicated that business corporations are now spending as much money for educational and training programs as is being spent for post-secondary education. Query: Is it possible to establish linkages with industry? General Motors and a few others operate their own schools and award degrees. If you do form linkages, how does it affect accreditation?

Whenever you speak of curriculum planning and the role of Black colleges, you come face to face with your own time limitations. Industry, foundations, individuals, and the government exact a price for their money. Whose priorities are we articulating? Do we have the educational organizations with sufficient strength to allow us to receive money from someone else and carry out our own objectives and set our own priorities? It may be that we are not receiving support to prepare people to manage banks and corporations. Perhaps we are receiving support, such as it is, to prepare people to _work at_ banks and corporations.

It is clear to me that our planning is influenced by the availability of money, strings attached to money, and the Pratt Decision and its affect on colleges both public and private, and north and south.

We must 'carve' an appropriate role in life-long education. Previously acquired knowledge grows obsolete so quickly that continuous renewal of human education is necessary. With increased leisure time and the need to re-educate those whose skills have become outdated, educational institutions must respond.

In other words, our involvement and educational programs must be useful. Under the pure dual system of the South, Blacks were in the bottom half of the dual system. The North always had a unitary system, but Black involvement was restricted. Now, under present circumstances, many view the Black institutions as useless since states must now, by law, include Blacks in both the North and South. This arrogant position suggests that Blacks have little or nothing to offer when compared to Whites.

Accordingly, the students we turn out must be able to compete in a wider job market and, at the same time, be socially responsive to problems confronting Blacks and America.

I have responded to some questions raised by the CAP officials and, hopefully, I have raised new ones that we can now discuss.

DISCUSSION

Question: I am from one of the states that you mentioned. My questions are, first, are we preparing working-class Blacks, you could say, to operate or to own banks and other such institutions? Or, are we preparing them to work in these?

Dr. Murphy: You can find some interesting things. When I was at Shaw University in Raleigh, we found that we could go to these large metropolitan areas and get money with a favorable response. So the chance presented itself for me to go to Detroit. I said, "Well, if I have to go to Detroit to get money for Shaw in Raleigh, it should be easier to get money for Shaw in Detroit." Not necessarily so.

The missionary syndrome, of sending something away, has really permeated America so that we present a different kind of challenge because we are always sending people over to get jobs. We are there. Our presence is known, and therefore the business "We can not find any" cannot be used. You see, I keep up with everybody whom the EOEC investigates. They have investigated General Motors, Burroughs, Sears, and Detroit Edison. I keep up with things like this because if you have been investigated, it means you need some Blacks. If you need some Blacks, I think I know where to find some. Now you end up with the dilemma: when asking for money from them, they end up telling you what they want and what they would like to see. So you proceed from the training program that they outline for you. Most of the programs outlined were at the bottom end of the ladder.

Something has happened in urban America. The European and his work ethic, at one time, made up the largest group that was in the automotive industry. But now you have a lot of Blacks in UAW, and the Blacks do not necessarily have that European work ethic. We have students who go down to the plant on Monday and Friday because those are two days of high absenteeism. They just walk in, be available and go to work.

Now the point is this: that is what they are looking for Blacks to do, to work at the bottom. But, you see, the bottom in Detroit, I say, is just higher. A black man can make more money working at the bottom of the employment ladder in Detroit than somebody in Mississippi or Alabama.

The President of General Motors Corporation makes almost a million dollars a year. Two and three hundred thousand dollar salaries are in vogue. What I am saying is: money will have strings. We have got to find ways and vehicles to do number one. You are going to have to do what they want you to do with the money, because that is what they specify. By the same token, you are going to have to plan to do the things that you want to do.

Now I perceive of the problem as being different in public colleges and private colleges. With the public college, you have other problems added to that. These include those new higher education commissions and their implication and the new thrust, because of economy, of having the state board of education act as a planning and coordinating agency for all of public education.

Therefore, the planning within the state and the governing structure from the legislature's point of view will design programs on what they perceive as state needs. They will decide on that how they are going to issue this out, geographically and functionally, within the institutions within the state. Our plan is thusly affected by all sorts of processes, and therefore we must become a part of all these processes which keep black people in industry and education informed. No matter what the information is promulgated by people, this schema will allow the decent citizens and those who are educational planners to make the proper educational responses.

Question: In view of the student crisis in higher education, and you spoke of your cooperation with industry in Detroit, how do you view your future with your location in central Detroit? What is this doing to your curriculum, and what are you doing in cooperation with industries like General Motors in Detroit?

Dr. Murphy: Let us take General Motors. At one time, they did not have any automotive dealers. Now they have fairly close to thirty. They were training automotive dealers. But nobody was training support personnel for automotive dealers who were going out of business.

They would go down and get the church clerk or someone else to go in and keep his books. I mean you must deal with a lot of problems and questions. General Motors started an automotive dealership management course that they were teaching and recruiting. We now let General Motors do the teaching and provide the materials. We do the recruiting. The teaching takes place in Shaw College, and there are jobs connected with it. This is one such program that will satisfy their needs and some of our own. And by the same token, we are doing something for black dealers. These trainees can earn from twelve to thirteen thousand dollars a year.

In business, the Burroughs Corporation wanted trained people and said they could not find any in highly technical areas like computer training. We have been providing all the training that they do not provide and we send our students there.

Question: Do they award degrees?

Dr. Murphy: No, they do not award degrees. General Motors has a General Motors Institute degree-awarding program. But the Burroughs Corporation does not have that. We formed a relationship that is mutually beneficial to us and beneficial to them. Now their primary concern, of course, is to find people to work in their plants. I guess the problem is to find alert trainees and keep them.

We trained one young man in computers and the National Bank of Detroit wanted to hire him to operate its computer. He looked at the bank. I think General Motors wanted to hire him also, but he ended up with Marathon Oil Company because of economics. He went there because they offered him, I think, about $11,000, plus a car and an expense account. When he finished figuring up the car and the expense account, he thought it was better to go to Marathon Oil Company.

But basically, these large companies are after people to go to work. In many instances, they will take them before they finish college. We must continually encourage students to wait and finish college before they go into the work world. For instance, students take the automotive management dealership course I mentioned earlier for one year and get a job. But his upward mobility may be affected at some later date. That is why you must protect the students. On the one hand, the relationship may defeat our purpose because we want the student to finish college. When he reaches a certain level of proficiency, the companies want him to go to work. We have our problems with this. However, I think this is one of the chances you have to take.

Question: What does this do to your enrollment? Is this increasing your enrollment to any substantial degree?

Dr. Murphy: Well, our enrollment is increasing. I expect it will continue to increase simply because of where we are located. When I went there it was about 500 and now it is almost 1100.

Question: What has been Shaw's success in recruiting white students?

Dr. Murphy: We are going the other way. You see, Shaw College went from all White to virtually all Black. When it was virtually all White, I guess maybe in the early 60's as Michigan Lutheran College, it had about 10 per cent black students. The College then moved to the central city of Detroit. First it was a suburban school. That was the year of the riots and the population increased. In fact, the student population increased each year. The response was that it was closed. When it closed, it had approximately 211 students, with about 10 per cent of them black. Now I just simply say that the Lutherans closed the school for their own reasons.

Now the trend has continued. You ask, how do you reverse it? Well, in the inner city of Detroit, it is going to be difficult but I think that we can reverse it in some way. You must convince white students that they can profit by the educational experience. A couple of articles came out, surveying the schools in the state, pointing out that Blacks were receiving a disproportionate amount of financial aid at these institutions, as compared to whites.

This is not surprising, and there is a reason for it. Since there are at least two poor white people for every one poor black one, it is easy to say that Whites, as compared to Blacks, are receiving less financial aid than the black students were. And why not? It is because they were not there.

You see, the poor white student often does not go to college. Most of the poor people in school were Black. Therefore, there are more Blacks receiving financial aid than Whites. But that has no business being so. It means nobody recruited them. So I think one area we could concentrate on is to recruit those students because our kind of educational philosophy can respond to needs in an urban area that have nothing to do with race; namely, the inability of some people, when they come out of high school, to function. I think the problem, of course, is the great problem of polarization in the community and in the schools, along with a host of other issues. So naturally being in Detroit, these things just transfer right to the schools.

Comment: I hope you do not think that I am trying to make a speech here, but I am trying to ask a question about planning. As I see it, there are several ways that one might plan. One might do what some people call the British system, or the Australian system. Then there is the American system, it is called, where we look at our fixed objectives, set up objectives and go toward those objectives. Another system is the system that is sometimes called the feedback system. This is known as dynamic conservatism and what we are doing is we are fighting like mad to keep the status quo. So our feedback is simply to keep things as they are. And then finally, there is the proper planning.

Perhaps what you are suggesting here would be planning toward the moving target. If you are shooting at a moving target, it simply means that somewhere along the line, you must be involved in the environment and be constantly getting feedback and changing directions because this gives you certain uncertainties. You simply do not always know where the target is going to move. In order to stay on the target, your plans must change almost daily because of the world. And if this is really the proper planning that you are doing, how do you make long-range plans?

Dr. Murphy: Well, you know, there are those who say you make plans for ten years, but you must revise your plan every year anyway. Last year was one of the biggest years in General Motor's history. This year may be one of the worst years since the 1950's. What I am saying is we must be concerned about the real things that are happening around us.

In practically every state now, you either have, or are going to, a board – call it by whatever name it is – which will be the coordinating and planning board for all post secondary education in that state. The state has the obligation to respond to the educational needs of the citizens in that state. We ought to know what that is. We must find people to participate in it.

How do they get information: From the department of labor. They go to the department of labor and find what the employment needs are. I know the problem. I saw it happening with one state - North Carolina, where I attended law school at the University of North Carolina.

This one state was preparing to expand its law school. They took a survey of existing law schools in the state, even the private law schools. They asked them this question: How do you view your role in regard to providing legal training for the students in North Carolina?

In this survey, they went to Wake Forest to find out what was Wake Forest's response in legal training for people in North Carolina. The dedication of Wake Forest was that Wake Forest was going to make a response to the people in North Carolina.

They went to Duke University. Duke's response was that they were a national institution and did not feel it had the obligation to educate lawyers for North Carolina.

So they had a certain percentage bias. Based upon this information, they projected the size of a new law school.

Now there was one important thing that I noted that they did not do. They did not go to North Carolina Central University at the time when they got ready to build that school. It was not considered important. At this time I was not in higher education. I was practicing law. I did not try to find out what was happening. The impact of that did not strike me until some time later.

Where they did not go is very important. It is very important for black people to be considered in plans for educational needs. In other words, they planned 20 years ago, for Blacks to get money in several southern states to go away to attend professional schools in Michigan, in Iowa, or some other place.

This same kind of planning, in many instances, is continuing. That, to me, was evidence of that same kind of planning. We just were not considered. Here was another state school that was not asked, but Duke University was considered although it considered itself to have a national clientele.

What I am saying here is that they decided out of this how they were going to build a new law school to satisfy the state needs. Consider the implications of this if you have a private law school. You do not know anything about this planning. Yet the state is going to build this big law school with all these seats. The next thing you know is that they increase the freshman class by 200 students, and the tuition is cheaper. So boom! What do they do to your law school?

They can do the same thing about any program in a school. The state will decide that the needs in this state are such that we should increase the medical technologists within the state. Throughout the planning and structure, they decide that one of the state schools in the East, the West, or the North is going to contribute to such programs.

They are going to enlarge the program so that they can increase the output by about 200 students per year. You sit over here with a medical technology program. You are not involved in this plan. You do not know anything about it. Your program has not even been considered. I am saying that the target may indeed be moving.

Such cases are occurring and this suggests that each of us has to be aware of these developments.

Comment: I think this type of planning is the type which goes on in America. This is what they call realistic target planning, whereby you get up the objectives and then work toward them. I believe they know that this type of planning will not work. First of all, it assumes that the cost is very small. It makes the assumption here that the target is following the land contour. It also makes the assumption that the objectives will not change during the period of time in which we will expect to make the objectives a reality. This is what we have been doing in America for years.

Dr. Murphy: Are you talking about the state?

Comment: Yes.

Dr. Murphy: Not the institutions that are trying to get information about what other people are going so they can make their plans and modify their circumstances?

Question: What kind of plans should black institutions be planning to fit this new role that you are talking about?

Dr. Murphy: What I am saying is that black institutions should avail themselves of the information about what the other people are doing. Knowledge, wherever you get it, and under whatever circumstances, may affect your particular program. I think that in any instance a school ought to know what the coordinating planning body is doing; what they are planning; read their minutes; and look at their projections because you may be able to say something to influence them. They may not add a certain program if you already have an effective one. The state is going to view its objective, hopefully, as to all the needs of the state.

Pennsylvania, in my judgment, is a state which has done quite well because, partly like we do in Michigan, they have state aid schools, state related schools, and state schools. They take the position that it is more important to consider what state money is spent than who is spending the money. Therefore, their planning takes into account private schools as well as public. This is not done in some states.

Coordinated planning takes place in some states without taking a look at the private schools. I think private schools should be included in the planning because they must also fight for territory.

Comment: Is it not true that in spite of the fact that you have state planning going on at the state level, it is most important that each individual institution be involved in long range planning, based upon environmental analysis? To illustrate, you mentioned General Motors. General Motors now admits that it did a poor job of planning and did so for years really. The fuel crisis just did not begin today. Small car production has been increasing all the time. But General Motors admitted that it was just too stubborn about making small cars.

You mentioned the North Carolina situation. What happened there? They did not make a thorough environmental analysis. This is what has been happening to black colleges all the time. Most of the planning has been done by some state agency, who may have been sympathetic to black needs, but they have not actually aided Blacks because they have been controlled by the state boards. I think that if we are going to survive, we, ourselves, are going to have to make some analysis of what the socio-economic status and the political status are and then make some long-range plans, irrespective of what the state does.

Most southern states now plan at least for the elimination of what they call the dual system. But the big question there is, whether we are going to play a significant role in arriving at a new model or whether we are going to let one be imposed.

I think this is what we have been doing all the time. I agree with a previous comment. I think it is most compelling now that each institution have the mechanism to keep itself in tune with environmental changes. When I say environmental change, I refer to socio-economic change, attitudes of people, and concerns with relations and interactions with the total environment.

If an institution is going to reflect the hopes, expectations, and needs of its constituency, I hope that we do not leave all of this planning to some statewide agency.

Dr. Murphy: I did not mean leave all the planning to them. I meant we must be aware of what they are going to do. You cannot stop them. They have the constitutional mandate, in most of the states, for planning and coordination. I am saying that you should take some action now. I am not saying for you to sit back and wait for somebody else to do something. You ought to be involved in their planning and have some input into what they are doing. You should not let them plan, and then you subsequently plan.

I am saying we must be involved within the total structure. If you are in a state, you are part of the political life and activity of that state. People should be interested in the states becoming involved in that particular planning.

Now there should be another game plan. I think that black people must get their heads together, irrespective of what happens as a result of that planning. We should be vigilant about whatever is taking place in the state with regard to higher education. We have to be involved on the committees and on the subcommittees.

I maintain that one of the current weaknesses is, that despite the fact that we have all these people on these committees, they are public persons. Even if they were private persons, they soon become public. That implies a certain amount of limitation.

We have to find somebody to voice some concerns as they apply to blacks in our time that now, in many instances, are perhaps not voiced simply because we do not have the person, the organization, or the organizational structure to assert the independence and the courage to articulate some very delicate areas.

People, around here, want to stay college presidents. Do not think for a minute they will not replace them. There are also some deans in positions where they can replace them. You must have some organizational structure with people, who are outside of education but friends of education and knowledgeable about the issues. There are some real hard questions that must be raised.

Suppose we could consider this NAACP program that they have for the disestablishment of the dual system of education. The Legal Defense and Education Fund drew it up, and they are friends of education. The program, the guidelines and the suggestions that HEW used in getting the states to follow in order to protect the rights of black people, are included in it. You should read it. It is quite interesting. There are a lot of hopes and wishes in the document.

I will give you an example. Let us say that the state plan does not comply with that of the Defense Fund. So they send out a memorandum that they sent to HEW, requiring HEW to use the suggested guides in getting this state to comply and to conform and protect the interests of certain people. Now, as with regard to comprehensiveness, let us say the state plan does not identify and provide remedies for all discriminatory practices which limited black opportunity, directly or indirectly, and which affects governments, missions, employment, personnel, contract services, and so forth. The plan must reflect all institutions, existing and future.

I noticed on the report last time that you had a question about how you are going to get students within each of these respective states to go to certain schools. They have a statement about things called benchmarks, goals, and timetables. Let us say the state plans, and this is very important now, to comply with HEW. There have been some states that had some black participation. The state plan must be result-oriented and must have set goals and objectives for reaching these goals.

There must be specific goals for the black presence in the faculty and student body of each predominately white institution. The percentage of Blacks in the college-age population of the state will be a useful goal for the professional schools and the comprehensive universities which serve the state. Where the implementation of identified goals requires action by various officials, the plan must specify these bodies and the dates by which such actions can be expected to occur. These must be submitted at the time of the necessary bill, along with other materials.

They talk about how many presidents you ought to have. That will be interesting. Because if they can tell you how many presidents you ought to have, they can also tell you how many deans you ought to have and how many other things you ought to have.

Now I do not know how you are going to get by this without saying this is the quota system, but there are those who attack any kind of measurement as being a quota system.

The plans also consider black leadership and control. I am certain that presidents, deans, instructors and department heads would like to know this.

"It would be ironical indeed if the dismantling of the dual system, through the initiative of black planners, should result in a diminished role for the blacks as trustees, presidents, deans, department heads, and faculty members. The plan must guarantee a future for Blacks in leadership positions in the state system of higher education.

"It should include specific plans to increase black membership on state councils, commissions, boards of regents, and other policy making bodies. Since most states with historic dual systems in higher education have populations which are 20 per cent to 40 per cent black, these percentages can provide useful yardsticks for setting minimum standards for compliance in the areas of policy making and administrative positions.

"For example, a state with a 20 per cent black population, with 30 institutions of higher education should be expected to have six black college presidents distributed throughout the system, and not just at the formerly all-black colleges."

Now you analyze this and draw your own conclusions. When I talk about finding out what people are doing, I have always maintained that black people must do more than other people because your burden is heavier.

I have represented the Legal Defense and Education Fund. I may have helped a number of high school principals lose their jobs by working to desegregate schools. You go back to these desegregated schools and you find out about the changes that have occurred in the community. You go back and find that the black principal is gone; the coach is gone; Blacks do not attend PTA any more; Blacks do not participate in the class. All they seem to do is play football, run track, and play basketball. They are not in the mathematics club, the Spanish club, debate club, or any of these organizations. This was very disturbing to me! Therefore, I had to reassess my thinking about this whole issue.

I made a very interesting observation. Maybe some of you can analyze this for me. Raleigh, North Carolina had a black high school principal, I suppose, up until about 1971. Ever since anybody can remember, it had a black high school principal. Detroit, Michigan, did not have one until 1967. Now they have seven. Look at what happened. Riots occurred in the schools! People were being attacked in the school! "Miracle Men?" Get some "miracle men" to solve these problems. Now we have seven black principals in the city of Detroit. There are also some in the suburbs. We have them all over the place.

We are losing black principals in the South by virtue of the desegregation process while we are gaining black principals in the North, where blacks are concentrated in large numbers and areas. Poor people are scared to death! You get out and get this miracle man to do it. You must think about that. Those are the facts. I think we should give some consideration to what this all means.

Question: I would like to ask you about something you said earlier in your speech. We, at Lincoln, sort of share your philosophy of taking people where they are and bringing them to a level of competitiveness. I am wondering if, in your experience at Shaw in Detroit, you have found it necessary to expand the academic life of the student beyond four years and, if so, how have you managed that financially?

Dr. Murphy: Financially?

Comment: Yes.

Dr. Murphy: We, like Shaw in Raleigh, de-emphasize four years. With our situation, it is very easy to do. We found a situation where many students were going to school and taking five or six years to finish anyway. Of course, many of them drop out. Now we have found, with an increased financial aid package, they are staying in school. We have been engaged in this since 1970, so I guess we shall begin to feel the financial aid pinch next year.

Currently, Michigan is experimenting with or talking about some interesting financial aid packages. We were able to get a little scholarship money here and there. We did not get, particularly, a lot of money. Maybe we can give them a scholarship.

The students in Michigan can now get a $1200 state tuition grant. They also introduced a degree investment program where you can get a direct grant of $400 for each state student who receives a bachelor's degree and $200 for each student in a private school who receives an associate degree. There is another provision, but it is too good to be true. I feel that it is not going to pass.

They took a look to find out how much the state was providing per student, per school for students in their public schools. I think they came up with the figure of about $1750. So in order to match that, the student can get up to $1200 to go to a private school. The proposed legislation is to give the school $550, following that $1200. If they do that, we do not have to become state related or state aided. We shall be state aided. But the chances of passing at this particular time are pretty slim. It is a beautiful proposition, however.

Since this will be the first class to graduate at Shaw College, we started you know in 1970, we have not had much experience with the problem yet. However, there are programs designed for students to stay in school longer. I just recently had a report from the dean about what they are going to do about the core courses. They have a little diagram for the prepared student, the nearly prepared, and the unprepared. They are proposing what students are going to do if they have to stay in school longer including the certain courses they must take. I am going to leave that for the academicians to work magic, and I am going to try to get the money.

Question: I would like to ask a question I think is most apropos in that you are a legal scholar. Based upon your legal knowledge of what is necessary for compliance, what impact will these things you mentioned have upon this final decision by Mr. Holmes and others?

What happened, in one instance, is this: Some southern states have presented a plan - I am talking about higher education now - and they have been countered. A counter plan was presented to a state by a social action group. They have been blacks, who cannot be ignored. That is the case in Mississippi. There are some who say that the counter plan is better than the authorized plan.

Now we have, on the other hand, Louisiana, who did not submit a plan. In view of these contrasting situations, what impact, do you feel, is this going to have upon the predominantly black component of higher education? How is this going to affect Louisiana, particularly, in point of view of what it is going to mean for the black component of higher education and its institutions in Louisiana as well as Mississippi, where a fairly well articulated counter plan was presented, although unsolicited?

Dr. Murphy: I do not know what the plans are, but I have some ideas. First, we must face this particular problem, that under the dual system; there was duplicate planning, so that if one plan did not have something, it was usually the blacks. By virtue of geography and in terms of programs, we have some schools that are in close proximity to each other.

Now the other problem is that no one has yet implemented such a program. Students want to go to a particular school. How do you tell a student in higher education to go to a school in the North, East, or West, or, say, to Jackson State, or to Mississippi State, or to Mississippi at Delta, or wherever?

Another point is: Do black people have faith enough in white America to believe that their interests will be served if they constitute a minority in all institutions? Is that healthy? Is it safe? Pause to consider such things.

From a constitutional point of view, it says that one must not discriminate. So since discrimination did take place, the burden is placed upon the state now. Number one, do not discriminate. Next, engage in some affirmative and enlightened efforts to overcome your past discrimination.

Well, what? I think that aside from money and programs, we must see to it that at least the dollar is equated equally, programs are equated equally, and programs are dispensed throughout the system so that, functionally and geographically, they can serve the needs of the state.

Now institutional racism being what it is, which school in any state is going to give up some good program to take it over to a black school? Which black school is going to give up some program to take it over to a white school? From my view in the history of America, I think we as Blacks are going to lose some of it. This is my cold, frank opinion.

Question: You think some of it is going to get away?

Dr. Murphy: Yes. You are going to lose control and end up being a minority in some of them. You really must look from state to state.

Some schools, by geography, are located in a good place. Take North Carolina where I once lived. Elizabeth City State University, there, will become predominantly white and will be merged with Albemarle College probably. Albemarle College opened up after 1954 a place that was formerly a hospital. You have two state colleges in a town of 13,000 people.

There are some other schools where, because of geography, the student population may change. There are other important considerations which I think are very important. Private schools must take a look at this carefully. One time at Shaw in Raleigh, 75 per cent of the students came from Washington, D.C., Baltimore, Philadelphia, and New York.

These states have now begun to provide education for these students. In Michigan, one cannot take that $1200 and go to a private school outside of Michigan. If he wants that money, he must go to a private school in Michigan. Talking about reciprocity, New York, I understand, has given some consideration to this same procedure. The other states have taken the position that why should we provide money for a student to take to a school in another state. We could have a state of reciprocity if everybody were doing it. All we would have to do is to ask the other people to participate in moving students around from state to state.

Now considering the fact that you have Federal City College in Washington, D.C., Medgar Evers College in Brooklyn, and all of these are community colleges, a lot of people, who once came out of places like Detroit and Chicago and other places to go to school down South, are not going to be going because those communities are now making an educational response to them. It may mean then that states are educating their students in the state. Query: Are the colleges in Mississippi going to educate people from Michigan?

The thrust is going to be to educate people from within the state. If your students are from Michigan, then you go to Michigan. You are going to end up with few black people from out of state. There is a large concentration of black people in areas like New York, California, Illinois, Michigan, Georgia, and North Carolina.

Schools that were once in states, that were not making educational responses to all, now do so through community colleges. They are beginning to develop beautiful financial aid packages to attract those students and to keep those students from leaving and going South. Shaw University in Raleigh, for example, will have to attract its students from North Carolina because of what is happening in New York and Washington, D.C.. Now that makes more important what happens within the state planning and coordinating body, because now you can do something about more state students.

When you begin to develop programs, hopefully, it may be that we are talking about the question of just that one program. That does not mean you will get every program that you will need in time. Suppose you get this program that you need over here. You may have the same program at one or more schools. You must get the interest of students in terms of responsive programs at the school because the new technology and job market are going to be the things that attract students that are going to go to school. A student will ask, "What am I going to do after I leave school?" The educational institution has to provide training in those fields that the students are thinking about. We must fight within the structure for some of these programs to sustain the school.

You ask, what are we going to do about enrollment, whether the school is going to be predominately black or predominantly white? That is going to be a "knotty" problem. I think HEW is going to make Louisiana sue and let the court decide, because I do not think HEW can handle that one. That is my opinion. How do you tell a student, say in North Carolina, you must go to this school? I am suspicious of this theory. Suppose students file an application with the coordinator of the coordinated admissions office of the state system, and then the state systems begins to put some here, some there, and some there with a certain percentage of blacks.

Through the use of a computer, a student may apply to the central admissions office for the North Carolina system or the Michigan college system. He does not know where he is going to school. He may end up with something like they have in the Peace Corps program. You could join the Peace Corps. You want to go to Africa. But you do not go to Africa, you go to Brazil. We must watch this development. I think that we are going to lose some students. Perhaps some of you will have to come up North.

We have an awful lot of educated people down South. These northern companies need people. I could not find very many professional Blacks up there in Michigan. I looked around. It opened my eyes to what the South had.

It is frightening. What I think is that there was a mistake made, and we did not accept it. Because we were segregated, we came to the conclusion that congregating black people was bad; that segregation was bad. The fact that black people got together was not bad. We went to the same church, to the same school, and married each other.

It was the requirement that you could not do anything else. Now I think we have accepted racism as being bad. We have some of the biggest black churches in Detroit I have ever seen, and I have never seen anybody say anything about breaking up the black church. I have not seen a black pastor advocating this.

We can have union in marriage, the church, courtship, and clubs. I am convinced that we can have black people in school together. I have not accepted the fact that all excellence is white excellence. We have been brainwashed to the fact that we cannot do it.

Witness, if you will, what happened when money became available and everybody started looking for black students. At first you could not do it. I was at a certain school just last week and there was some athlete who did not make pro ball. They were trying to get him out of school. There are a lot of students who could not get enrolled into that school, but he got in because he could play basketball. Many students, who knew they could do a lot better than he did, had demonstrated it throughout their high school career. But he got in, and now they are trying to get him out. They figure they owe him something. If they are going to get him out and put him somewhere else, that is their problem. But if athletes can get in that school and get out, others could be programmed to get in and get out.

Question: I am from North Carolina Central. Your position in Detroit is so important to us because I believe that the programs you can have with Detroit, in cooperation with industry, can be very useful to us in the Triangle Area. If North Carolina Central can get programs attuned to the future, then we can control those programs as well as certain populations in the Triangle Area. I would like to know what kinds of changes do you see in your curriculum, in your educational process at Shaw in Detroit, that could be useful to us as a black school to help us control this viable population in the Triangle Area?

Dr. Murphy: When we first talked to General Motors and the Internal Revenue Service, they told us that the Blacks they received did not have enough background in economics. Well, we invited them to participate in curriculum planning with us. With people from General Motors and Internal Revenue Service, we established a system whereby we let them do what they say they do best. When they become involved, it is best to pay them.. You can control them better.

We brought them in to engage in the training so that, primarily, they could get a better understanding of what our problems are and what we are trying to do. You find different points of view in industry. The Vice President for Finances in General Motors Corporation is the one man in the corporation who came up through the ranks. The rest of them were born right or married right. He made it by just long, hard service. Now, in his opinion, the core curriculum and liberal arts training are for the birds. But the main man, who is in charge of getting people assigned to the program, does not agree because he feels that if people are specialists, they are not mobile enough. He says there are some people in certain departments who are not promotable. They should go back and get some additional education in order to move up.

On the one hand, we want to have a cooperative spirit. We brought them in to get them to have some identification with our program and with the school. You must try to get the right person. I am after someone, who is in a policy making position.

The big thing now is to have a minimum of Blacks about these big corporations. You look up and you see these black people sitting there, and you know this does not mean very much. Reiterating, you bring them in to get some kind of identification and participate in the planning process. But you must reach the one man who is in a policy making position and involve him.

Comment: I would like to relate this to something that you said earlier and also to your last statement. You mentioned, for example, that black colleges should at least have some input in the planning process and also that they need someone who has public contact and a little bit of clout or that they need some organization that will articulate their needs because the deans and the presidents can be fired. This makes me think that one of the problems with black colleges is that they have not been able to articulate to the black community. I would feel that perhaps we could get that kind of cooperation if the black community did not feel that we were sitting in an ivory tower and they were not invited in to help to plan that input. I think that many of us are not necessarily relating to the community to the point that they would want to help us with our dilemma.

Dr. Murphy: I agree. But let me say something about that. I made a poll at the black college presidents' meeting. I had not been saying too much, before this time, to the brothers. Since the school is small, I did not say too much until the last meeting. I thought it was about time. I thought the school was about big enough by that time to give me the right to say a little bit more. I proposed that we try to get someone to organize all of this. I am not on the board of directors, but I went to the meeting. You make the motion; you get appointed. So I made the motion, and they invited me to the meeting.

What I am going to propose is that, among other things, we need money that you earn yourself in some way so that you can emphasize some freedom. I think the black college presidents' organization needs an independent voice, a staff, and some money from an independent source so nobody will tell you how you are supposed to spend it.

I am proposing that we do what the Black Caucus did. We have all these presidents of all these schools. If we cannot go out and raise a few hundred thousand dollars, then we should give it all up. Now I know it is possible. I am certain we can get Jesse Jackson and some stars from Motown to go to Washington and make it a big, social occasion. People always support that kind of effort. Make it a big social occasion to raise some money. Once we get a sufficient budget, then we can establish a national organization that will strive for the rights of black people in colleges all over this country.

When Dr. King was living, the feeling was that there has to be some people on the inside. You will also have some people on the outside, who are knocking on the door. All of us know that we profited by what was called the radicals. There must be both groups. I think we need all shades of black known, all varieties, so that we can get across a variety of viewpoints. There are different places for different people.

Now the other thing that I think we can do. Some schools, by virtue of location, may not be able to get a significant community involvement. But you can do it through an alumni association. I think that graduates have to do a little more at this particular time than just called upon to raise some money and come to the homecoming game. Something came out in the paper about making Howard a part of the D.C. system; put it under a special committee. Jim Cheek got on the telephone and sent letters and telegrams to the Howard Alumni Association. Well, around the country, the effect of that was that congressmen from practically every state in the union were getting letters from their people in their state.

A state like California has graduates from nearly every black school in the country. So have Michigan and Pennsylvania. If we were using that resource properly, and if all of the black colleges were using it, we could use our political clout. If we could get the graduates of black colleges in New York from North Carolina to write their congressmen in New York and the ones from New Jersey to write theirs, we would have a tremendous clout. Black college graduates are not concentrated in one area; you have them from all over the United States in good positions; in influential positions; and members of churches and all kinds of organizations. We have clout, but that clout has to be marshalled and used. I think that the first place you should go is to the people you are already in contact with - the graduates of the school. In terms of collective numbers, they can be used as a very prominent vehicle.

This is one of a number of things I am proposing next week.

Question: Speaking of college presidents, they encounter different problems in different areas. Let us say, for example, that one takes the position that they are not in compliance. The state feels it is, and a black college president feels that they are not. As a black college president, what might be his position: What will the college president do?

Dr. Murphy: Well, he has to use the enlightened wisdom of his peculiar and particular circumstances to try to get out of that. One of the realities is that some people are in positions where they cannot speak. I think there is a time when a person ought to resign, not necessarily be fired. When it gets into certain matters of principle, there are times when that is just the answer.

Now I do not think that burden should be necessarily the one of the president alone. We need to have other forces to articulate certain concerns.

That is one reason why a president ought to have, at this time, a good, strong president of the alumni association, whoever he is. One that can say anything that needs to be said. They have a right to say it because they have an investment and a stake in that institution. They will be speaking about the loss of that institution with regard to the graduates and the students who are yet unborn.

That is why this organization ought to get organized and be in contact with the alumni and the presidents of the alumni association in order to have an independent voice. If a man is going to participate from an office that will be abolished because he participates, he cannot therefore, have a point of view. What matters if his role is one on the sidelines or in the forefront?

To me, there are 12 important steps or guidelines to take. If I run across a black man who cannot take but one step and take a good step, let him take that step. You may make a mistake if you make him take steps two and three, for then he is no good. Let him do what he can do. Now if that is all he can do, do not embarrass him or whip him for it. You see, in many instances, we go around calling each other black, liberal black, radical black, and other kinds of blacks. I think that is a mistake.

If a man can take 12 steps let him take them. If a man can take only one and he takes that one, he is all right in my book.

We must use forces and resources of people within the context of their own power and within the context of their own limitations. If one man cannot do it, you should get someone else.

INSURING A FUTURE FOR BLACK COLLEGES

Herman Branson

It was suggested that I should talk about insuring a future for black colleges. I sincerely welcome that because for the last several years, I have been very much concerned about insuring the future of black colleges.

The context, as you know, is this: That 20 years ago, in 1954, there was a great Supreme Court decision which essentially said that segregation in education was going to be outlawed. But we know very well from history, if we know anything else, that great social changes are not effected by small legal ones; That what we are working at would be a radical change in the way men perceive other men. Please remember that by men, I mean generic men. That includes women, too. Men positive is feminine. Men negative is masculine. When I use the term, I am just talking about both.

These needed changes are never brought about by small legal changes. What we must do then is to work on the institutions which mold people and see what we can do to those institutions.

In 1954, there were some people who thought that the millennium was at hand. As a matter of fact at Lincoln University, and I guess we can tell this now, there was a member of our Board of Trustees at that time who was so convinced this was the end of all things separate that he urged Lincoln University to withdraw from the United Negro College Fund; that it should not be associated with any organization which had Negro in its title. His statement was that he would not mind belonging to an organization with the title United Needy College Fund, but he could not say Negro. Lincoln did withdraw, and that was supposed to have been the substantive reason.

Now, of course, in 1974, we know that the millennium has not arrived. We also know that it is not likely to arrive. If anything characterizes the present society, it is probably that there is greater ethnocentrism than there ever was, even a few years ago. People everywhere are calling attention to the narrow things which bind them together into some sort of organization. Perhaps it has been exacerbated by the Israeli-Arabic affairs. But it is everywhere.

It would be certainly naive and unfortunate if black people – and by black people – I mean not only those who are biologically black, but those of us who think and want and act as though they were black or are on the side of black people – moved as though we must not concern ourselves primarily about how to effect these things. I hope that all of us feel this way. Certainly, those of us in the sciences must feel this way; that it is, perhaps out of place in 1974, for – if there is anything we do know, and know vividly – it is true that man, no matter what his status in the social system, biologically he is the same animal, that there are no groups of men which are biologically incompatible with other men.

You know the example. Some of you might have heard me use it before. Since I have not seen some of you before, I would like to use it again. Remember that just roughly 200 years ago, the British went into Australia, and they met a group of people called the Australian aborigines. Now the Australian aborigines had been cut off from the gene pool of Asia and Europe and Africa. Tamerlane came over and left a few of the Asiatic genes; then somebody went over and left a few from Europe. And then every now and then, your and my ancestors went over and left a few African genes. Things were pretty well mixed up.

People have a set of basic molecules in common. But, the Australians had been separated because of geography; geology, really, had done it. The Australian continent was separated from the rest of the world, and the Australian people had been there over 25,000 years. But you know what happened when the British went in there less than 200 years ago? First, of course, they fell upon their knees, and then they fell upon the natives. They found no incompatibilities.

I think one of the nicest things that could have happened in Europe during my lifetime is that Miss Goolagong, whose family is half English and half Australian aborigines, is a wonderful young woman with unusual muscular coordination and unusual intelligence. This shows you that there are no incompatibilities.

Men who are over there find if you leave them together, they will find ways and means of showing you genes mixed with great alacrity. This is a fact. There are no problems there.

The second thing which I think is also characteristic of our times is that in the last 35 years, we have come to another conclusion about this spaceship earth which you and I are part of. That is, although this spaceship earth is very limited, it does have the material resources to bring the advantages of civilization to all the peoples on the earth.

Now it does not say we are doing it. But it does say if we did have that as our major concern, things like what is happening now in Africa, south of the Sahara, and what is happening in India, need not happen. Now it also says, of course, Robert Malthus was perhaps correct when back in the middle 1800's, he pointed out that if animals are left to breed indiscriminately, they will multiply in a geometric progression; double, double, double. But you cannot produce food things like that. So, man must concern himself about overpopulating this earth. At the present time, that has not been reached.

Presently, you and I can accept the fact that we do have the material resources on this earth to bring the advantages of civilization to everybody. So these things are to be somewhere in our background: The recognition that there are no differences among people; That the differences which we see, the superficial, physiognomic differences, are just that, superficial, physiognomic differences; That our molecules are compatible. There are not problems there. They are just easily mixed. We could say that all men are brothers. This Christian ideal is several thousands of years old, too, but it has never been lived upon. And, really, it permeates most other religions too – this idea of the brotherhood of man.

You and I stand in that enviable position in 1974 of having this not only as a humanistic idea, but as a scientific fact which we can live and act upon. So, in a sense, we say that talk about ethnocentrism is definitely an anachronism in '74. There is no need for it. For we all know full well that this is not how social institutions and social affairs adjust themselves and that you must look at the reality of them. The reality right now is that you and I and our allies must be concerned about what is going to happen to black people in the next few years. Because, if we are not, there is hardly any other institution in our society which is going to do anything about them.

I do not know whether you reflect on this fact that the black colleges and universities are the most significant businesses which are run by black people. There is no black business in Pennsylvania, for example, which equals in budget to that of Cheyney State College or Lincoln University. There is not black business in Ohio which could equal the budget and management skills of Wilberforce and Central State. There is hardly a black business in North Carolina, even though you have more black businesses there, which equals North Carolina Central University or A & T. Some of the black insurance companies, maybe; but even there it is a little close. Indeed, the biggest businesses, and therefore the finest laboratories, for our young people are these institutions that you and I are part of. So let us look at them from that point of view alone and you can see how important and significant they are.

If we only thought of them selfishly, then, as being institutions which furnish havens for our people so that they could produce children who would have advantages to go ahead and really tackle some of these big problems, that in itself is sufficient. If you do not think that is enough, you see how our friends are raising a big fuss over the loss of jobs to them. You can see that you have, for example, to lose jobs in the school system in efforts at making the school system better, but those school systems also belong to us.

It is not enough. All of us recognize that if our interests are merely economic, then they are not satisfied. The interest which you and I must insist upon is a greater interest. We must be concerned with the interest of producing those young people with the greatest intelligence, social skills, and humanistic orientation, so they can tackle the problems of the demanding twenty-first century. And so this morning, as we talk about insuring a future for black colleges: What should you and I do?

The thing which depresses me most when I come to look at this, is the fact that, in some cases, we cannot see anything which is going on that is good. Everything we look at is almost always a tool of sorts. For example, you and I must rejoice when the Federal Government puts more money into student aid. You and I must think, for example, that the BEOG program is a wonderful thing. It has been designed to aid young people from poor families and that type background, like Blacks, in America.

Remember that the most impressive hurdle is the fact that the median income for all families last year was some $11,000 plus for white families; but for all black families, only $7,000. That says more than anything else about what our problems are.

There is a $4,000 gap there which makes all the difference in the world. But the BEOG program really says: "Okay, okay, we are going to aid poor people." But the aid has been so gauged that it encourages or almost demands, that they go into two-year colleges. The money is just not sufficient for most of our four-year institutions. You find everywhere that there is a pressure upon the young black to go into a two-year community college and those schools are where the increasing enrollment has gone. At the present time, there are more Blacks in predominantly white institutions than there are in predominantly black institutions. Most of them are in two-year colleges. What you end up with, then, is the two-year college phenomenon.

White people have the same high motivation that you have. We will assume that. But, when we look, we are worried. We are worried because we find that most of these Blacks, about whom you and I are talking, are in the terminal programs. If we are not very careful, we will find that perhaps all the young people that you and I are talking about are going to be put into certain technologies.

We knew years ago, when there were trades available, that there were too many Blacks, for example, being taught how to do sheet metal work when there was no call for sheet metal work; how to cobble shoes when people stopped using cobbled shoes and things of this nature. So, again, you must be eternally vigilant about what is going on. You must look at these community colleges and you must see if this is really the pattern.

Two weeks ago – I guess nearly a month now – I sat in on the committee which was choosing the Woodrow Wilson Fellows for this year. In came a very fine young Black. He had unusual qualities. He is now going to a prestigious business school, studying for an MBA; He is a very good student of economics. He was born out in California. So, the first school he went to was Long Beach Junior College. And you know what he was in? He was in electrical technology. Electrical technology because everybody, who knows about the nature of blacks, knows this is what they ought to be doing.

He did excellent work, and there was somebody down there who said to him, "You have no business being in electrical technology; you are doing A work here in economics. Why not think about a career in economics?" The young man said, "Well, I never thought about that." But somebody got hold of him and entered him into a four-year college where he took an undergraduate major in economics. He went on to Wharton Business School, was a very good student and edited the journal. But think of what could have happened to that young man.

Ladies and gentlemen, this is not an isolated example. I think some of you may know George Sherard, another black physicist. George's experience is one that is most interesting. They had never had many blacks at Walnut Hills High School in Cincinnati. They had always found ways of discouraging them. George was there, though. George was a persistent cuss. In his senior year, the students were supposed to write their vocational choice on little cards. As a senior in high school, George said he was going to be a physicist. While he was on the playground, the teacher came to the door, opened it and said, "George, come here a minute."

He came over, and she said, "I took the liberty of looking at your vocational choice card and saw that you had put down physicist. I knew you did not know what you were talking about. So, I took the liberty of changing it to mechanics arts." This is a fact.

This is still going on, ladies and gentlemen, and perhaps this is the most tragic thing which we should be concerned about – the fact that too many of our young people are being shuttled into such areas. In great regions where we so desperately need them, they are being depleted. And so, if we are going to insure a future for the black colleges, we must insure that Blacks go into these scholarly areas in greater numbers than they are at present. This could be my whole thesis this morning.

I am going to give you some more figures as we go along. But this is the most dramatic and almost diabolical, most unbelievable development of our time. And that development is that people, who may be acting from good premises, but who really lack knowledge of what Blacks can do, automatically without thinking, send them here and send them there. And in those great fields where they are needed, they are not sent.

I think this is our responsibility, or the black college cannot survive. It should not unless it picks up and turns this trend around. I am going to give you some figures as we move along, to emphasize this point. Now, we must all recognize, of course, that there are social and political pressures upon our institutions. These we can see and act upon. These socio-economic pressures are ones which we should be sensitive to. I do not know what you can do. But at least you can be sensitive to them in just trying to act.

One of the great dangers in Tennessee is that Tennessee State is, at the very time that we are talking this morning, deciding whether to become more and more dominated in the state system where it is going to have a smaller and smaller role. This is almost certain to happen. I fear that Southern University may face the same type of status. I have a feeling that it is written in the stars that they are going to lose that able, black leadership that is sensitive to the needs of black people. If that leadership is subverted, they will put people in command who will follow their dictates. Those dictates will be that for Blacks in modern society, there is a subservient role, and you should not aspire to anything other than filling out that role.

You and I must note this. And, at least, if we cannot go down fighting, we must go down screaming. We can at least call them names if we cannot show them the problem of what is going on and what they are doing. We must try to get them the facts and say this is criminal. This should not be so. We must tell them over and over again. For the facts are so cruel and so scathing that you and I should be almost in tears this morning. These are the pressures.

The only way we can be assured that the black college is going to persist is to think of these political pressures; cooperate with the people in your state. Come before them with a strategy about what you think should be the program of the predominantly black college. Point this out to them over and over again. Now, you are going to get this attitude from them, you see. You have just organized a task force for ISE to look at future things. I am sitting in on a meeting in New York next Wednesday with some good friends where more support can come forth along lines like this to show you what is happening and what you need to be screaming about.

They should not do this to us. But they are not doing it just to you and me. Most of us here, even the youngest, could sort of sit back and perhaps it would not affect us. But think of our children and our children's children. What is going to happen is the fact that for them, they will lose that dignity; that satisfaction that society, which has it as its right, has denigrated them, unless you and I do something about it.

So the political consciousness must be there. Another point which I was asked to say something about is, perhaps, that all of the private black colleges should be looking carefully, too, at the state structure. Remember that the way in which they strangle us is very simple. They just cut off the money. And they can cut off the money so easily in many ways. Remember, that in spite of all the wonderful things we say about the society and about how certain people like us even love us, nobody gives to black institutions commensurate with their social significance and even with their number. Just remember that.

The United Negro College Fund, for example, a few years back, would have been delighted to have gotten about eight or ten million dollars from the great American public for the need of some 35 or 40 institutions enrolling some 35 or 40 thousand students. At the same time, a little school in Cambridge, Massachusetts, down the street from MIT, which had only 15,000 students went to the same American public and received $66,000,000 in gifts and grants. At that time, they already had an endowment of one billion, one hundred million dollars. The great American public gave them $66,000,000 for 15,000 students, and they gave us $8,000,000 for 45,000 students. Now, I know that colored people are good, but we are not that good. We cannot do for ten cents what it costs Harvard a dollar to do. Just keep on saying it over and over again. That is what the public ought to see.

The same thing is true this year and the same thing will be true next year and on and on into the future. Just remember what is going, that it is not true that we are generously supported by any means. It is simply not true.

It is so senseless the way things are done. You might think any human being would have thought and said, "Look, that is too high a price for those young people; they have suffered cultural and social deprivation. They have been poorly prepared in the school systems of which they have been a part. They are badly motivated, sometimes perniciously motivated. They want to be doctors, yes, but for the wrong reasons. They want to be doctors like most people so they can drive big cars and have a lot of money and ride around you see."

Now, we have the young people and this is the last chance we will have with them. We ought to have a program which is rich and carefully designed and so organized that their chances of succeeding are really maximum. That is so obvious.

Anybody who has two automobiles, who has kept one in the garage and had it tuned up and polished and mainitained and used only the best fuel, never let the oil go down and changed everything regularly, and had another one that they beat up, at the end of two years, they would not object at all that you had to spend more on the one that you beat up than on the one you did not beat up. Why so different about human beings? We ought to be spending more on our students. We ought to have more things for them because they are the ones who need it.

It is a most amazing fact that in our society the complete inversion of that exists, that somehow or another, you are supposed to do more with less. Yet, you can argue this in Washington and there are some people who will listen to you. As a matter of fact, I think it is known to those who were in a meeting with President Nixon. It is to his really great honor that he saw this. He turned to Jim Allen, who at that time was Commissioner of Education and said, "Jim, is this true?"

"Then," he said, "we cannot have this. We are going to do something about those schools." He did. He put money and more money into the black schools. Mr. Nixon did. Whatsoever else you may think, I want to impress this upon you.

The Blacks cannot afford to be partisian politicians. I can tell you that. He did it. And, let me tell you something else that happened there. You may not know about this. Everybody knew that developing institutions is a euphemism for the black schools. Even my granddaughter, who is age four, had a clear understanding of what was going on, that developing institution meant black school. You could not say black college in the Congress but you could say developing institution.

So, the President put money there; it was to go to you. You know what happened? We received a little money in there and a little more money in there, a little more money in there, and more money in there. They put about 40 million dollars more in there and we were waiting for it to come out.

Then, we went there, and we took a look. There are about 110 black schools in the United States. We discovered that, because of the amount of money, there were nearly 800 predominantly white schools which had qualified to be listed as developing institutions. Money makes strange bedfellows.

Now, in terms of the total number of "developing institutions", where one-ninth were Black, this meant if this money were distributed just on the basis of number, you would get one-ninth of your money.

Now we have given up with the two-year colleges. They have a powerful lobby in Washington, and they have gone there and they now get 24 percent of Title III money right off the top. I used to wonder why, when we went down to Washington, there was one guy who works for them that was always so glad to see us. He would say, "It is good to see you." He felt like I was working hard for them and I was. What had I done? Every time we got a dollar, he got 24 cents of it without doing anything. He was just there.

We were disturbed over this. We were so disturbed that we went to see Mr. Nixon Last November. We said, "Mr. President, you did not intend for it to end up this way." And he told Mr. Weinberger in our presence that he did not intend for it to be that way and to see that it does not go that way.

Black institutions got 61 percent of that money, where they would not have gotten any more than maybe 11 percent without that stand. In brief, you have to know these things. You have to work among them. Although it was not a Black who said it, it is true that eternal vigilance is the price you pay for your liberty. You have to be vigilant; you have to watch.

It was just like when I went to Paris. After a few days there, a Frenchman said to me, "Monsieur, when you first come to Paris, the people are always trying to steal from you and cheat you out of this. You will not like them when you first come here. But, after a month, you will hate them." That is what we must understand. We have to watch these things. They will take money from you just like they will take money from each other. Money, as I said, is a great leveler. We must watch and be on the lookout for things like this. They will pay lip service but if you do not watch out, the black colleges will be the pawns to be used by other people for their advantages without thinking one moment about the great social needs for your institutions and what they have done. If you think things are going to be better just by wishing it, just see what has happened in the secondary schools in these southern states where the situation is absolutely so unbelieveably bad.

I was talking to someone in a southern city where the 14,000 students who were expelled from high school. Fourteen thousand expelled from high school and 12,000 were black. Yet, Blacks make up only about one-fourth of the desegregated school population.

We are being systematically ripped off. It is a great, great tragedy. The same thing is going to happen to our colleges once they fall under the same type of control. We are going to end up with a lot of people who are adept in shoe cobbling and in electrical technology, but you are not going to have anybody to replace McBay in chemistry. You are not going to have anybody replacing Warren Henry in physics. It is just not going to be unless you see to it and start working at it now.

This is a time in our history when we must be very sensitive to what the developments are. We must look. We must be careful that, under the guise of aiding us, we are not being systematically shunted away from the mainstream of intellectual development into these blind areas.

I should like to spend some time now giving you some data on just what is going on. I have been a member for the past couple of years of the so-called National Board on Graduate Education. I prepared a paper for them and I would like to go over some of the points. What appalled me when I looked was that in spite of everything that was being said, the place where it really matters was the production of an earned doctorate. That is really the thing that affects our education. What is happening to us? The most alarming fact which came out was that of the roughly 35,000 earned doctorates each year, according to our population ratio, at least 4000 should be Black. The number of course is 300. Three hundred! As a matter of fact, when we went back and looked at what had happened to us in America, we found that the first Black who got a Ph.D. in America got it at Yale back in 1876. A gentleman by the name of Edward Bouchet. He got it in physics.

Since 1876, the data are that no more than 3000 or so Blacks have received earned doctorates in America, in roughly a hundred years. The number has been 3000. Go back to the annual figure. You see that in a hundred years we have produced no more than the number we should be producing every year.

This is a tragic thing indeed. For within our own institutions and in any institution in America, if you expect to move ahead into a position of leadership, you must bring this indispensable union card with you: The earned doctorate. It is a fact that we cannot eliminate. That is what you and I must worry about. So what are the facts here?

Well, the Ford Foundation, which made a study back in 1968, reports that there were about 2380 blacks living who had earned doctorates. They were distributed, roughly in: education, 313; social sciences, 288; biological sciences, 142; humanities, 136; physical sciences, 129; and all other fields, 88. In brief, education had 28.6 percent of this number. Remember that number because it is important. Biological sciences had only 12.9 percent. Physical sciences, 11.8 percent. In brief, this was not bad. But, if we looked at what was going on in America, in that year out of 32,307 degrees, 19.9 percent were in education; 11.4, in biological sciences; 13.7, in physical sciences. In brief, up until 1968, it seems that blacks were going into these fields, into biological sciences and physical sciences just about as other people were going. That is a most important point. Blacks, before 1968 were just about moving as all people were moving. All going into the fields where they were needed. But what happened?

As you know, one of the most successful of the organizations for getting our young people into graduate school has been the Southern Fellowship Fund under Sam Nabrit in Atlanta.

I am looking at the figures in the little booklet they published and I find that it is not too bad. Out of 127 people who had gotten grants from them to take the Ph.D. in the period between '69 and '72, we find that in education, there were 63 out of 127 which is about 50 percent. In biological sciences, there were only 11 which is about 8.7 percent. In the physical sciences, only 6; and chemistry, 4, for 4.7 percent. In engineering, there were only 2, which is 1.6 percent. In brief, young people, now going in, show a strong and unusual concentration in education, while the social sciences, the biological sciences, and certain of the physical sciences are way down, dramatically down.

Let us look at another place. One of the schools which has a commendable record in recruiting blacks for graduate education is Ohio State. They sent a letter of announcement last spring about the fact that they had 37 Blacks who were expected to receive doctorates in the spring or summer of 1973. What were their fields?

You see, they do not put these things down. You have to go through and search them out. They know it is wrong because they seem to hide it. When we teased these out, this is what we found. In botany, there was one. Interestingly, in education, there 23. In English there were only two; music, one; physical education, one; engineering, one; science education, one; business, one. That is very unsettling. It is absurd. We are training too many in the field of education. That represents 67 percent of the total. Really now, we need people in education but we do not need that many. To the detriment of all these other areas, we just do not need it.

As we move through these points slowly, perhaps it will strike you as it did me, especially steps one, two, three, and four. First, is the unbelievable low rate of production of Blacks with earned doctorates. Blacks are about 12 percent of the population. Therefore, the production of 1 percent, actually less than eight-tenths of 1 percent for black doctorates, cannot be countenanced.

The second reference is that doctorates in education constitute 28 percent of the Blacks who earned doctorates last year, while there was only 19.1 percent in '70 and '71 which reveals a strong channeling of Blacks away from other fields, especially engineering. Actually, only 2.6 percent of the Blacks were in social sciences while the figures in the physical sciences are equally depressing.

These figures reveal a headlong rush into education of the recent graduates. In the Southern Fellowship Fund group, we find almost 50 percent; in the Ohio State group, 67 percent. What needs to be corrected can be seen in several highlighted areas.

One, there is a severe need for national programs that will increase by manyfold the number of Blacks who succeed in strong, respected doctoral degree programs across the nation.

Two, these Blacks must enter disciplines which are most appropriate for the needs of society. The piling up in education must not be continued nor tolerated. You must do something about it. You can even take the position, if you like, that it was all right in society in the past, but it is no longer all right. Now, what can we hope for? These are bleak figures, bleak figures that are pessimistic. But do we have a group that we know can sort of take the rigid discipline now? I think the answer is yes.

Whenever you talk about things like this, there are those people who immediately want to say that it is the truth. So, we have to go back and start in kindergarten. Of course, you have to go back to start in kindergarten. But that does not mean only by starting kindergarten – it is a continuum. There are young people all along the line. You and I are in college. We can start there. What can we start with?

Let us look at the figures. What we can start with is right here. In a recent year, black schools reported awarding 25,240 bachelor degrees. Let us take just the simple notion that 10 percent of those young people have the qualities to go ahead. Therefore, we should be sending out, each year, 2500 roughly. My own feeling is that more of them have it. I really do feel that way. I really do think 20 percent have it. We will not argue that point. We will go back to DuBois and accept the "talented ten". Most of you are too young, but DuBois always spoke of the talented 10 percent. So let us say there are 2500. Now, we have 5000 young blacks every year who might go on to do these things. Does that sound unreal? Does that now say to you, "Go back and look?"

Look at the young people who are among you because I think you have to accept that many of them are graduating as the figures show. For example, in the biological sciences, 1289 graduated. But what happened is that they will very often go to graduate school. They will find a degree in, maybe science education which is maybe a little easier than one in straight biology, or one in mathematics education which is a little more available than one in straight mathematics. Mathematicians, physicists, and biologists are sometimes terrible advocates. They have such arrogance about their fields. There was a fellow at Howard, for example – long before my time, of course – who said, "Well, the man who wrote the textbook deserves an A; I took it from him, and I got a B. The best you can expect then is a C." To me, this is foolishness, but it happens. It may even happen too often. Even now we find it.

What you must go back and really ask yourself is, do we have those young people that we can sort of work on and encourage them to go ahead and get into those fields; into economics, into sociology, and analytical sociology. I was just reading a report which came from their sociological meeting. Heavens knows more than anybody else, good people are needed in sociology. But this young man concluded:

"One of my professional colleagues at a major university provided some knowledgeable insight when she suggested the training of black researchers was a complex problem, requiring serious study. I do not have any figures on this but I suspect that black students, enrolled in the prominent social science departments, are primarily in the broader areas where they are preparing for careers as practioneers rather than as researchers. Speaking from personal experience, I can say that of the more than 20 black doctoral students, with whom I have had close contact, only one has ever expressed any serious interest in doing research to any significant degree."

Of all the people in America, we need somebody in there watching the Herrsteins and the Shockleys, who are just spreading crap over us to such depth that we may never get out of it. We need this. You have to work to see that we produce them. You cannot pay lip service to this. You have to search and see for these young people to exist. They exist at your school.

I do not know what you think of this, but in every group of people who have really worked to earn their degrees, there are veritably those who came from inferior schools. Let me tell you a wonderful story, which as a black physicist, I used to tell my students.

The first Nobel Prize in America was won by a man named Albert Abraham Michelson for his work on measuring the speed of light which he did up in Ohio at the Case Western Reserve. It was Case Institute them. Case and Western Reserve worked together. Albert Abraham Michelson was born out in Nevada at the time of the Civil War. His father had a pushcart and he was poor. When he finished school, he did not have any money to go to college. But he heard that the Federal

Government had two free colleges, one called Annapolis and one called West Point. Now, he was not interested in warfare. He was just trying to get a free education. So, he was told if you will go down and talk to your man in Congress, he will give you an appointment. So, he went down and talked to him. At that time, Michelson was a Jewish boy and they would give him the rush that you and I get now. He went down there and the congressman said, "You are just two weeks too late. If you had been here two weeks ago, you could have had it."

So, Michelson said, "Well, well what can I do?"

The Congressman said, "Well, the President has appointments."

Then the gentleman figured without Michelson. Michelson got the money together and he went to Washington. He went down to see General Grant who was President at that time. Of course, at that time they did not want a little Jewish boy to walk in and talk to the President so they said, "Well, you come back". He could not see him.

But, the young man learned that every afternoon about 3 p.m., President Grant took a little walk behind the White House with his derby hat on and his walking stick. So Michelson said, "Okay, I will just hide behind this tree. When he goes by"—

So he jumped out. Just remember this, that in 1880 this was possible. He did it. He jumped out and said, "Mr. President, I want to go to Annapolis. I do not have any money".

President Grant was so impressed by this young man that he gave him an appointment to Annapolis. He said, "Go to college."

Although he went to Annapolis, he did not want to be a naval officer. He wanted to be a physicist. He resigned his commission, got a job teaching, and went ahead to get the first Nobel Prize.

What we are saying is these examples could be multiplied. Do not expect that because a young man was born in Waycross, Georgia, or Evergreen, Alabama, that he does not have any of these qualities. Look for them. We are trying to say that you can have them right where you are.

So what we are trying to argue now is that today you and I have a need for those 5000 young people. All of them, perhaps under the correct circumstances and with the correct amount of guidance and reinforcement and push by a sympathetic person, could go ahead and succeed in these fields. They do not have to go into education. They could go into economics.

I had a meeting with Vice President Ford a few days ago. One of the things I tried to impress upon Mr. Ford was, "You know the best thing you could do? You ought to have a Black in here doing something important. It is alright for you to meet with Blacks and get your picture taken, shaking hands with Blacks and stuff like that, but everybody knows that is a lot of ——", you know what the word should have been. But you know they ought to have them in there. For example, the average Jewish American must feel a tremendous uplift when Mr. Kissinger is seen doing things of true and genuine significance. We ought to have somebody in there who can do it.

He said, "You know, you are right". I fear he placed it in file 13.

But, you see, they have us. When we go to Washington, we try to talk about the problems. We talk with somebody behind the scenes, say an economist, a political scientist, or a fellow like that. But rarely are they black because we do not have them to push into areas like this. So, you have the assignment, the most significant assignment we can have in the black colleges, namely to think clearly, profoundly, and imaginatively on how we are going to find and develop this black talent. Push them forward. Do everything we can. They are our hope.

We have hope, for example, with things like black medical scholarships. The reason we hold hope is that we must not stop here, but try to get some more aid here. Where the money exists, we can find perhaps a thousand a year and move them through in this fashion. For if we can produce a thousand Ph.D's a year beyond which we are now producing, that would be a fantastic increase. I think we must accept realistic limitations and try to move in this fashion. I wish we could get more.

When the President of Harvard University was talking recently about the tragic decrease in the number of graduate fellowships, he said this should not apply to minority students. Nobody can say that we are getting enough Ph.D's. Somehow or another, we must still increase the number even if the overall number goes down. That is awfully hard to do.

The DeFunis case is a direct threat. But this does not mean that you can make black people, such as those about whom we are speaking, stay out of graduate schools. When the need to develop is there, just because somebody has a psychometric score near the bottom, he should not be kept out. This is absurd.

I do not know whether you know what happened in the DeFunis Case. But that is the case now before the Supreme Court, where DeFunis is suing the University of Washington. He sued because he had good grades and a good score on the law school admission test. He is contending that his rights were violated because they admitted 36 minority students who did not have as good grades and as good a score as he had. They overlooked the fact that there were some 38 white students who did not have as good grades as he did nor as good a score. But they want to argue on the basis which will injure you and me most. It was done deliberately. They could easily have contended that they used other criteria, such as the interview, in deciding which people were right for law school. They could have said that this interview indicated that those 38 white students were better and they let them in. It is a typical thing. That is just exactly what you and I get in this society. Just recognize it. Now it has gone before the Supreme Court. How the Supreme Court will rule, we do not know. But that is going to be used by some people to say that we can no longer give preferential treatment to minority students. Preferential in the sense that one can base certain things on psychometric measurements which are highly unjust and completely unfair. Many of these items are really not relevant to what you do after you get out into the world. But remember this: There is an axiom in our society. It says, "If you have something that you can use to get Tom, use it."

That is exactly what is going on unless you and I work against this and move forward with respect to it. I probably have talked too long, ladies and gentlemen. I normally do not do that but I am going to talk a little longer because I have some other points which I want to emphasize for you because I think they are significant.

As you know, we have a tragic shortage of physicians in the United States. We could easily double the number, and perhaps even then, we would not have the proper medical care that we need. But there is underfoot, as you know, a move not to do this. As a matter of fact, the projections, for the medical needs through 1980, accept the fact that we are going to bring into America over 8000 physicians per year who are from foreign medical schools. In other words, there will be no attempt to do anything about it by opening facilities here.

You and I should insist upon their opening facilities. We should insist, further, that black colleges in the future should be in on the training of people like this. They must be training the people who are going to do the really significant things in our society. There is no reason in the world why there should not be a medical school here in Atlanta associated with Atlanta University.

Exactly 100 years ago, the medical school at Lincoln University in Pennsylvania was closed. There is no reason why it should not be reopened. We should move forward because the need among our people, in spite of Howard and Meharry, which have been going over a hundred years, is great. Yet, out of the 300,000 physicians in the United States, perhaps 2 percent are Black. Maybe 6000. The number ought to be 30 or 40 thousand for the need is fantastic.

What has happened is they have made no attempt to do this. The people, who have been most active in this regard, discovered that they can get together the money for their young people, and they can go to places like Bologna or Guadalajara. The biggest medical schools in North America are not in the United States. At the University of Guadalajara in Mexico, there are 1500 students in medical school who are Americans. There is hardly a medical school in the Unived States which has that many students. Eight hundred to a thousand are about average for our medical schools here. Bologna is almost as big.

You know what the state of New York did last year? The state of New York has changed its licensing procedures for physicians and now will license physicians immediately from the University of Bologna. You know what that means? It means that those people who have the money to go outside of the country can go there and come back and be assured that they can practice medicine in New York with no problem. They will not open any medical schools in America so that some of our young people have an opportunity. That is not the way we are going to do it. They are going to continue to rob India and the Phillipines.

The brain drain and the steady exodus of doctors are worrying the Indian government. Ninety-two thousand scientists and doctors and engineers have left India for higher education, and less than half of them have returned. Of those who migrated in 1970, more than 1500 were physicians, surgeons, and dentists. Now I think it is wonderful that they are filled with such magnanimity that they want to come here and look after the health needs of the downtrodden Americans. This means, for example, the 1500 of our young people, who could have aspired to careers in these fields, have been turned away because they are no longer needed.

This new policy does not mean that we have any offense against Indians at all. We love them. We love all people; but when you are being taken advantage of, you have to point out those facts to those who are taking advantage of you. In the Phillipines, when a medical school class graduates, I understand that if you do not step aside immediately, you will get trampled in the rush to the airfield to come to America.

It seems like today that things are being done which are going to limit the opportunities of young blacks in America, and you have to say to people that this is not right. You should not be making it so the American young people do not have this opportunity.

I do not need to tell you the other statistics. Of the 44,000 people who have engineering degrees, only 405 were black. Absolutely unbelievable. The work of the world is done by people like that, by the agricultural economists, social scientists, and political scientists. These are the skills which we need. You and I must be part of it. They send our young people to take degrees in recreation. That is all right; we need a recreation major now and then. But how are you going to do anything about the agricultural needs of the nation if all you have is a recreation major? We need somebody in agricultural economics and agricultural chemistry. That is what you and I must concern ourselves with. Now if we decide there is need to be alarmed, there is need to wonder and to face our responsibility. It is tough.

Two years ago, the government passed a bill that they were going to open six new medical schools. Nobody got the idea that any one of those should be in a predominantly black college. When some of us mentioned it, they looked at you like, boy you have really flipped now. You see, they do not intend for a black college to have anything important.

But you and I have to be there calling attention to it. It ought to be there. That is where the need is. But they will not do it unless you and I, following Mr. Jefferson's words, are eternally vigilant.

Now, one last point because I thought it would be perhaps really unfair if I came to you and did not mention that there are all kinds of impediments in our path. We must develop these things. We must also develop the mind-sets which I mentioned earlier. Mr. Shockley, you, know, started off as a physicist, a fact which all of us in physics deeply mourn. We now refer to him as a solid state sociologist.

But I am delighted to tell you that just a few days ago in Science magazine for March 29, 1974, was perhaps one of the most important papers for you and me that has come out. I was speaking with Jerrold Zacharias last week, and he said that it was not written in English. He is right. It could not be written in English. It was written by D. Layzer. It is called "Heritability Analysis of IQ Scores: Science or Numerology?" He is the Professor of Astronomy at Harvard which gives him the right credentials. He can say it with confidence, you see.

What he did was to show that in terms of experimental design, these people are crooks. There are some selections that I will read to you, but I think the entire paper really ought to be part of your armament, even though you do not understand it. It ought to be because it is pertinent, it is printed, and his conclusions are unequivocal. It says this:

"These conclusions have three obvious implications for the broader issues mentioned at the beginning of this article. 1)Published analysis of IQ data provide no support whatever for Jensen's thesis that inequalities in cognitive performance are due largely to genetic differences."

No support whatsoever; keep that in mind.

"I have argued that conventional estimates of the broad heritability of IQ are invalid and that the only data on which potentially valid estimates might be based are consistent with a broad heritability of less than 0.5. On the other hand, intervention studies, if their findings prove to be explicable, would directly establish that under suitable conditions, the offspring of parents, whose cognitive skills are so poorly developed as to exclude them from all but the most menial occupations, can achieve what are regarded as distinctly high levels of cognitive performance."

IQ has nothing to do with it. That is exactly what these facts are saying, so you ought to have this. You ought to take the responsibliity and just carry it around with you. Just say it, all of you, this is it. We ought to have a glass with it written on it and carry around all these summations. But that is the kind of information we need.

So, in brief, then, friends, the predominantly black college has a major responsibility of insuring that it does the educational work for our people. The primary focus of belief now should be seeing that among our young people, those in that talented ten percent or even more, who have the qualities to go ahead, must get every encouragement and aid to go ahead to the very highest level.

Now if we have people like that in our midst and send them into these fields, then we do not have to worry about insuring the future of the black colleges. They will do it. But, unless we do have people with these credentials and with these qualities, we are sunk. They will surround us with this misinformation, unless we can stand up and say, "That summation you put up there is absolutely invalid. You have there, you see, an undistributed middle which does not support your contention." Then they will have to say, "Huh?" This is the type of offense which you and I must initiate.

We must be interested in political factors. This does not mean that we are subservient to them, but we must recognize that they exist. We must use them in our states and in the nation. Thank God, we have now in many of the southern states, Blacks in the legislatures. They should know what is going on. You should enlist their aid. You should get from them the dedication to the ideas that they are not going to permit this to happen. They are going to insure that the predominantly black colleges are given an opportunity to develop into first-class institutions, irrespective of race.

Finally, you and I have a great responsibility to do these things with care, with finesse, with assurance, with great surety that we are proceeding on the very best scientific basis, and the very best social basis; the scientific basis because men are essentially the same. Their molecules are the same. Thanks to scientific data and cultural anthropology, we can say that all semi-intellectuals can now be broken and put into their place and we can come together with confidence.

As a college president, I should say a few words of Latin right at the end here. A college president is supposed to know Latin. But I guess the best one for use is opera non verba which says, "works, not words."

If we do not see these things happening, when you meet on the streets of Atlanta, or as we are walking down the Elysian Fields one afternoon, way away in the future, and I meet Norma and say, "Norma, why? What happened when you left Atlanta and went back?"

"Aw, Herman, I was just so involved that I could not do anything about it."

I will say, "Norma, you are in heaven with McBay and me. But a mistake has been made and I shall report to the Lord that he made a mistake in his designation and you rightfully belong some place else." Thanks, friends; I am glad we can laugh together. But this is a deadly serious matter. Deadly Serious.

DISCUSSION

Question: I would like to know how you view the role of the humanities in colleges?

Dr. Branson: I do not have the precise figures, but black people are not going ahead and getting Ph.D.'s in English. They are not developing certain artistic qualities. Perhaps we ought to develop some of the artistic qualities that are there and we are not using in the fields where we need them. For example, in this country now, there are many colleges that would be delighted to have really sound programs in Black Studies. All would be delighted if they could come up with three or four able young Blacks in the humanities who have gone ahead, whose training is sound and where the foundations are, can comprehend a couple of the modern languages, and who can go in and do some of the things which need to be done. One of the tragedies of the humanities has been, perhaps, an overwhelming pressure to be so narrow as to almost think that there is something unusual about the black experience and therefore Blacks do not have to learn languages. This is tragic.

Africa is the most difficult country in the world for research. It is difficult because so many people speak so many languages. But if you are attempting to do something in Africa, you really do need a fantastic array of languages. You need Portuguese; you need French. You need a little bit of Latin and maybe some ancient Greek; you need ancient Sanskrit; and you need some Ethiopian. In brief, you really do need a pretty comprehensive background in order to do these things. The romantic notions that some of our young people have about Africa are quite unfortunate, because it is a great, difficult and demanding continent.

I just wish we were producing those young people. The archeology of Africa is almost untouched. I would certainly like to see more of our young people moving into this area. So, the humanities are desperately needed. We need young people in it. But try to get them away from the fact that they can just emote. They must use more than just jargon. They can talk about, "I am black, and the soul of the universe passes through me because of my blackness." That is nonsense. The soul of the universe does not pass through anybody.

That is what we must worry about. But we still need them.

Comment: I refer to something you may have run across before. I just want to add to your statistics because you can get them into the places where they need to be articulated. The statistics for chemistry are that the ACS reports that quite recently only 225 to 250 living Ph.D.'s in chemistry are black. Now just from the Atlanta schools alone –– and this shows what we can do –– sixty of those come from the Atlanta schools. This is a fact which supports the needs that these schools should be sustained. I want you to have them in your arsenal because you can get these facts to the right person.

Dr. Branson: I will say it. Do not worry.

Comment: I know it.

Comment: You say that most of the Blacks who are going for Ph.D.'s are going in education. I have noticed that they are going for degrees in higher education.

Dr. Branson: That is tragic.

Comment: I think the problem is when a young Ph.D. gets out in biology, chemistry, physics, he is relegated to the classroom. He goes back to the black schools. He looks around and sees that the salary he is getting is not commensurate with what the dean is getting, what the vice president is getting, what the registrar is getting, or what the business manager is getting.

Dr. Branson: Not to mention presidents. Continue.

Comment: I am thinking at the same time when we make that encouragement for him to go for his Ph.D., you have to give him a salary commensurate with what these other people are getting in the college on the other side. He will see this guy on the other side and say, "Well, I see this guy getting this kind of money. I will go into higher education, too. I want to vie for a deanship. I want to vie for some of these kinds of things."

Dr. Branson: You are so right. You are perfectly right. There are certain factors which argue in that direction, and they are powerful ones. But it is also true that the skids are sort of greased when we send them over there.

At a recent meeting in Chicago, for example, practically every Black who was looking for a job was an expert in higher education. Now, having spent some time in education, I just do not think you can get it all that way. Frankly, I think most schools would prefer someone who has gone through the classroom, who has done some teaching, has done some research, who understands finally what the problems are, who does not come in fresh from a graduate program, but who has knowledge and understanding of what is really going on. I know this is how most people with whom I have talked feel. So you are perfectly right.

Question: What do you mean by humanistic orientation?

Dr. Branson: Well, there are young people who think like you think; who recognize that they have an obligation to people and to society. This is not just something for their own personal advancement to make more money. They go into something because it is personal. They are doing it because it is desperately needed by the society of which we are a part. If certain hard decisions are not made before the year 2000 about people, there is just going to be a holocaust in our society which will make everything else that ever happened fade by comparison to it because we have the means for releasing the most devastating holocaust if we do not do something about how we think about human beings. If we do not get over the fact that there are people who think they are inherently superior to other people; if genocide is something which other people really do think about and perhaps even advocate, which is the thing Mr. Jensen and some others seem to say; if we do not get over those ideas, we are going to have one miserable future for mankind.

The fact is we can do it. That is what I mean by humanistic orientation. One of the things that men are blessed with is they have been given spaceship earth, and it becomes their responsibility to design a program for spaceship earth which will bring the advantages of civilization to all of the people on it.

Comment: You mentioned in the beginning of your speech median salaries for families. The facts were that white families earn about $11,000 and black families earn about $7,000. When we start talking about this humanistic orientation of blacks and you are not going it for the money, but for the needs of society and so forth, then black students in the colleges, and black teachers, too, tend to look at this salary ratio and say, "Well, look, we are going to have to get more money." Blacks see that, in order to get into a position of leadership and power, they need more money. That is one reason why they are going into the education field. It is a sure thing.

Dr. Branson: Actually, it is not so sure, I think, as with the others. It may be that in this you may go up faster, but you are going to level off. If you are going to consider these things, you may rise slower, but you may rise higher. That is a point which we have to make. It is very hard for young people, and old people too, to see that. But, you are so right. I know it is not easy. This really is not easy. But as I said, it has never been easy to do battle with young people.

When I was a department head at Howard, we had some awfully smart young people who would get a master's degree. He would get a master's degree and get offered a job by the U.S. government for about nine or ten thousand dollars a year. His girl friend or wife would be able to get one for six or seven thousand. That is 15 or 16 thousand per year. His father never made over $2,000 a year in his entire life. Sixteen thousand dollars, and then we try to say to him, "Why not go ahead and get a Ph.D.?" Three or four more years of something indefinite, when he can start now and get 15 thousand easily. We do not succeed with many of them. We are able to convince maybe one in five to go ahead. Later on, some of those who broke off at the master's level came back and said, "You were right." But it is always true that we have to weigh the immediate versus the long–range. And, of course, that is a characteristic of a civilized persons: one who can defer gratfications until some later time.

It is awfully hard on us old men and us young people to do that.

Question: I want to ask you a question about figures. You have said that 25,000 blacks graduated with degrees from 95 predominantly black colleges. What year was that?

Dr. Branson: I think that was '71–'72. Continue.

Question: My question is: Do we have any figures on the number of black graduates from predominantly white institutions?

Dr. Branson: We do not have enough. That is why I estimated it at the same number as for black colleges. That would give you perhaps 50,000.

Question: Do we actually have that many?

Dr. Branson: Well, I am not sure. I do not think we actually do. They claim that 40 per cent are Blacks at some of these predominantly white schools. If that is so, they had better start graduating some of them. But they have not.

Comment: I would like to get those figures.

Dr. Branson: You probably cannot get them because they sometimes estimate. For example, one Black may come by, along with four whites and they say we have 25 per cent black, 20 per cent black, or something like that. That is probably how they do it. Very scientific. The figures that I was just using are really very, very depressing.

I was out at the University of Missouri in Columbia, and I was told that entering the class of 1968, there were some 528 Blacks. When they graduated in 1972, there were seven. Now if that had been the ratio for whites, the governor would have gone on television. All sorts of things would have gone on about what happened. Why are they ripping off our young people? But with Blacks, nothing was said. That is what they expected Blacks to do.

We do not know the exact numbers, but I can give you something to work with. In brief, somewhere between 25,000 and 50,000. We should try to see if we can get maybe a thousand of those every year now who can move ahead into graduate school.

Question: What is being done, as you look around and talk with Blacks, college presidents, and organizations, to change over or has it already been done. Has it really been changed over at some of these black–managed institutions wherein you must have so many years of experience or you must be in a certain age bracket in order to be trusted with leadership?

We have these young people who come along quite mindful that they should have an opportunity to make a contribution and do not want to wait those years to assume those leadership roles where the money is provided. And so they have been routed into the white institutions with the most money and because of the prestige perhaps.

Dr. Brandon: This is true. I do not know what you can do. Just recognize it and try to get the college presidents to support it and do everything they can to give these young people a great deal of encouragement.

Question: In the group discussions that we have had, we have been primarily concerned about making changes in the curriculum and the like. A word about something called "lead time" kept coming up. There was always a certain amount of lead time mentioned. What kind of lead time are we talking about?

Dr. Branson: Well, in one sense, we do not have any lead time. We are talking about something which should be started immediately. I did not say too much about curriculum change. What you want to make certain of is that you will have a central core of really intellectually demanding material which will insure that these young people, about whom we are talking, do come out with intellectual skills, with knowledge and understanding, and the reading habits that they desperately need in order to compete and to do what I am talking about. I do not know in lead time just what this means. As I said, we just do not have any. We really ought to do something next year. We ought to be doing something this fall.

Comment: We cannot afford any lead time.

Dr. Branson: That is right.

Question: Can we do it without any lead time?

Dr. Branson: No, but what it means, I think, is that you must do something about it as you do other things. In brief, you must go back and look at these young people. You must work with those, but simultaneously you must work at the particular program that you are talking about to insure that the kind of education for the average student is adequate and is truly outstanding for the able student. That is what we are talking about right now. These young people are going to graduate two months from now. We ought to try to get some money for them. That is what we mean.

Question: Given the fact that the student is able, he can do. We looked at our enrollment over the past five years and found that the academicians were ripping off 50 per cent of our freshman class. Now maybe we were not ripping them off, but other kinds of problems, combined with our teaching, were losing 50 per cent of this class. So we have made a committment to keep 90 per cent of those students that are enrolled in our University for the first time. I would like for you to address this problem.

Dr. Branson: I think you are so right. That is one thing which worries me. There is the fact that we do lose so many students. Yet, we do not seem to do enough for those other students. I made a study of this some time ago, and I found that we are losing two groups of students. If you think of your students as typical of the Gaussian curve, we are losing the very able and those at the other end. The students, who are getting by, are the middle group who are somewhat complacent and who accept the crap that maybe the faculty gave to them and did not object to it.

This is not good. What I am really looking for now is for you to look at those very able kinds in the upper end of the Gaussian curve whom we are talking about, and whom we are missing, and try to do something about them because they are the ones right now who worry me more than the others. Because if we do not get the figures like this when I look at our own recruiting efforts, this is the kind of person for whom I am looking. I mean when we look at our own recruiting efforts, we can find white Ph.D.'s who are Phi Beta Kappas who are willing to come to work for $9,000. I cannot find a Black who can find his way to Lincoln who will want to come out there for under $14,000. It is a fact. I mean to use other things which are hitting us now. The point is, they still cannot be found in any numbers in the fields that we are talking about. They are not there in economics; in analytical sociology; or in political sciences in the quantities we are talking about. Nor do we have them in mathematics, modern biology, chemistry, or physics.

We will all have to go back and decide on some real issues. If I have given you the impression that it is easy, I apologize. It is not easy.It is a terribly difficult and demanding thing. It is going to require from you your very best effort.

Question: Is there any organized political lobbying for our colleges?

Dr. Branson: Yes and no. We have ISE in Washington. We also have the National Association for Equal Opportunity in Higher Education, which is the association of black college presidents. And those operate on very inadequate budgets. My own feeling is that they have done a fantastic job. However, we do not have anywhere near the lobbies that the other people have. We just do not have them. We need them. But we have been rather successful with the limited resources. These two groups do work.

Question: Since you are a college president, will you comment on the Pratt decision?

Dr. Branson: Well the position we took with the Pratt decision was, when we talked to Mr. Holmes, that we would support the Pratt decision principle. What we do not want done, however, is for it to be enacted without sensitive concern for the predominantly black institutions in the system. No one can disagree that racism should not be eradicated from the American social scene. We all believe that. I am sure we do. I mean the fact that we are here together shows we do believe that.

What we are saying is, look, if you are attempting to do this in a blunderbuss fashion, you are going to ruin some effective institutions which are doing a good job. Therefore, we urge you to follow certain guidelines, which they now have put in and seem to be following. For example, one of the prime requirements is that this will not be done by closing down the predominantly black schools. But you must show that you are putting resources in that school, building it up so that it can compete on the basis of programs and attract both black and white students with some success. That is number one.

Two, we attempted to show them that if you just require that the state system must have Blacks on the faculty, you are going to ruin everything.

Let us look at Florida. Florida said that in the next three years, it was going to add something like between three and five hundred Blacks to the university faculties in the State system. Where, if we are producing only three hundred Blacks a year, are they going to get them? That would mean that all the Blacks for the next two years would have to go to Florida if they got people in the system that they wanted, and could keep. That is one reason why I was hoping that a program like this would say: give us the money; we will go and find able Blacks. In a few years, we will be producing Blacks with the intellectual background to move into college teaching in greater numbers than there are now.

I think it is important that we make that kind of investment. We do not have it. We may not get it. But we are going to keep on talking about it. In brief, what we are saying about the Pratt decision is that, of course, every black school must not be eradicated.

This does not mean what happened to the Blacks and their schools in public school desegregation. It must mean that these black institutions, the predominantly black colleges, which have done so much good, must be able to do even more good. We must reveal this, as the judge said in his decision when they went to the Appeals Court. What we will look for is not what you say, but are you producing black professionals who are your doctors, and engineers, and Ph.D.'s? That is what we are going to look at. We are not going to look at what you are saying. We had 128

Blacks last year. You know what you can do. That is what we have to say.

Now I do not know if we can sustain this because there are just those who will say, okay, we will have an integrated system. We will simply close the black schools, and the Blacks can come on our main campuses. Look at what happened at the University of Missouri. They have been ripped off, or they get put into physical education and recreation and programs like that. But the number of them going into some of the real basic administrative fields will be awfully small. That is what we have to worry about. I am not at all certain that we are going to win. I should not leave you on a note of pessimism, ladies and gentlemen. Just remember that we have what we call the Sampson syndrome; for if we go down, the whole society will go down. This is how it appears today.

PART II
SEMINAR ON READING AND ITS ROLE IN THE ACADEMIC PROGRAM

READIN', WRITIN', AND . . .

SOME THOUGHTS ABOUT READING IN OUR ACADEMIC PROGRAMS

Sloan Williams

When college students' deficiencies in reading are revealed, it is assumed that "the reading problem" is the consequence of the educational institution's ineptness in determining policy (allowing any high school graduate to enroll in college) and/or ineffectiveness in discharging its principle charge, teaching. As a result, college teachers and administrators often become defensive and rush to attack what they view to be the inevitable assumptions about them: That educators are lax. (We do not insist that our students reach high standards.); That educators are weak-minded. (We jump on the bandwagon of the latest academic fad.); That educators are going to be held accountable. (We cannot justify the expenditure of funds for an education, which results in many students' inability to handle simple reading skills.).

To all of this, I say, we as educators must stop being defensive. We must redefine the reading problem in broader terms, acknowledge that instead of seeking simplistic answers to our problems, that we must seek to facilitate a very complex educational process which must simultaneously serve the immediate traditional, transitional as well as future needs of the society. I would, therefore, like to discuss what I perceive to be relevant concerns in re-defining the reading problem and raise what appear to me to be fundamental issues related to developing effective approaches to these problems.

In seeking a redefinition of the problem, one is struck by the fact that the nature of communication has altered considerably during this century. The nature and function of literacy has also been altered drastically; the pace of our lives is now more rapid and allows a wide selection among a variety of standardized choices. These choices often encourage fragmentation instead of integration. The printed page allowed individuals an opportunity to experience the world beyond the horizons of their personal lives as well as allowing them time in which to integrate that experience, the consequence being that they became well-informed or educated individuals. Being well-informed, in the past then, was synonomous with being literate.

In 1974, being well-informed is not necessarily synonomous with being literate. Much that was previously experienced by the majority of the population through the printed page can now be experienced through the wonders of our technological age: Television, radio, films, photography and mass transportation. Today, one's experience is limited much more by the constraints upon where a television camera can go and one's economic ability to purchase the wonders of the age, than by one's ability to read and/or the availability of books.

In the chapter "The Written Word" in Understanding Media, Marshall McLuhan makes this rather provocative observation:

> To some Westerners the written or printed word has become a very touchy subject. It is true that there is more material written and printed and read today than ever before, but there is also a new electric technology of literacy built on the phonetic alphabet. Because of its action in extending our central nervous system, electric technology seems to favor the inclusive and participational spoken word over the specialist written word. Our Western values, built on the written word, have already been considerably affected by the electric media of telephone, radio, and TV. Perhaps that is the reason why many highly literate people in our time find it difficult to examine this question without getting into a moral panic. There is the further circumstance that, during his more than two thousand years of literacy, Western man has done little to study or to understand the effects of the phonetic alphabet in creating many of his basic patterns of culture. To begin now to examine the question may, therefore, seem too late.[1]

McLuhan goes on to point out that the process of acquiring literacy changes the organization of an individual's perceptions from a simultaneous auditory system, which incorporates and depends upon group interaction and minimizes separateness, to a system which is visual, linear and encourages separateness while developing uniformity of attitudes, habits and rights. This visual system of organizing experience causes the auditory aspects of any given experience to be repressed and endows the literate person, with a unique ability, to act in a given situation without reacting.

Oscar Brown, Jr.'s song "But I Was Cool" satirizes this characteristic. The character in this song experiences a series of situations, each a crisis which would drive the average person to hysteria. Not the character in the song. He was cool! Put in the context of the song, one is inclined to examine more carefully the basic assumptions of a system which encourages repression such as this (Which is what students are in effect doing when they ask why they need reading or the education we provide.).

It is suggested that the effect of the alphabet upon cultural patterns then creates a cultural orientation which celebrates uniformity, homogeneity and continuity (Does not our educational system encourage these qualities in our students?). These are characteristics which almost have no compatibility with pluralism, uniqueness and discontinuity (Do not students complain about having to accept the "teacher's" interpretation of a piece of literature? How many of us require our students to approach our courses in a logical, sequential manner? How many of us are disturbed by the student who is different? Do we not throw our hands up and claim we do not understand him?).

What I am suggesting, then, is that those of us teaching reading need to examine what that process does to a student, particularly during a period in our history when the printed page is more important for specialized than general information. In fact, part of the problem may be that the vocabulary of specialists may be so rare as to make reading of that subject matter by a generalist very difficult, if not impossible. We must ask if reading material from specific disciplines is not affected by special vocabulary of the "expert" and is, therefore, unnecessarily unintelligible to the average reader who is knowledgable but not an "expert." We must candidly examine this matter and determine if our judgment of student's inability to read is always a fair one. Put another way, could the student's reading comprehension be affected positively if we gave students material to read which was more readable? Clearly if the readability of material is problematical, readers are inclined to use other avenues, the electric media for one, for gaining what they perceive to be necessary information. It is possible that the acquisition and processing of information create some serious internal conflicts for today's average college student. Pressures which we, as educators, have not examined very closely.

In looking at the re-definition of the reading problem, it would appear that certainly content area teachers need to consider, more fully, the cognitive and perceptual styles of students. The universal assignment assumes all students will do the same task or assignment in the same way. There is enough experimental and empirical data to suggest that such an approach (our need for uniformity) is not very effective for classes which have more than one or two students. Also closely related to the universal assignment syndrome is our sssumption that a student's use of dialect (omission of articles, suffixes and prefixes) is evidence that they are unable to read. Linguists suggest that there is no evidence to confirm such an assumption.

Although the approach to reading in the past has used the reading specialist, the problems of reading are not considered so widespread in our colleges that the reading instruction program as now conceived cannot service the needs of the large number of students currently with reading difficulties. Funds for the individualized approach to reading are drying up. Students have traditionally viewed reading lab courses as "bone head courses" and are often upset when they are required to take these courses without academic credit. Clearly, student reaction and monetary requirements make it essential to re-examine the specialist approach. New organizational configurations are necessary to meet the increasing demand for "instruction" in reading. What in short I am suggesting is that some of these new configurations be approached with a broader conception of the times and the issues involved.

I would like to conclude my comments by suggesting that any system which approaches reading without a thorough understanding of the cultural elements of the language may be courting very serious problems which will eventually lead to failure. The oral tradition with its reliance upon archetypal folk heroes, and types, proverbs and metaphors seems to suggest some ways in which we as Black educators concerned with preservation of Black institutions can begin to assist our students in their very difficult quest for skills which will assist them in coping with the world today.

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[1] McLuhan, Marshall. Understanding Media, New York: McGraw-Hill Company, 1965, pp.81-2.

HISTORICAL PERSPECTIVES IN COLLEGE READING PAST TO FUTURE

Ruby W. Martin

Examined in historical retrospect the late 1930's reveal the first analytic studies attempting to justify reading improvement efforts with college students.

In 1948, the NSSE Yearbook appeared as the beginning of formal interest in developmental reading in college.[1]

An article by Harris, in the yearbook, revealed the concern of teachers over the ineffective way in which many students read material in the content fields.[2]

Despite the efforts and publications of researchers in reading from the 30's to the 70's, too few schools offer reading courses with emphasis on developmental skills and study skills beyond the eighth grade.

McGuire, in a national survey of English teachers concerning their responsibilities and training in teaching reading, revealed that barely a third has ever had a course in the teaching of reading. (This is true even though teaching of reading is usually the responsibility of the English teacher in cases where there is no reading teacher). If English teachers are unprepared to teach reading, consider the plight of other content area teachers who must deal with the reading problems students bring to their classes.[3]

In 1972, Research for Better Schools completed two studies of current practices in secondary schools. The research was conducted to:

1) augment the knowledge base before planning and designing an individualized developmental reading system for secondary level,

2) to ascertain directions of all state departments of education as indicated by requirements for teaching reading and by certification standards and,

3) to investigate current practices and needs of local school districts in those states.[4]

There was an 82 percent response from forty-one states, and 50 percent of the school districts surveyed.

Findings revealed that secondary schools are still a long way from providing what Gray suggested in 1948, "a program designed to promote maximum reading growth among all high school students in keeping with their individual capacities and needs." (Green, 1967).[5]

An encouraging aspect of the finding was the acknowledgement of the need for change. Trends are beginning in this direction within the area of certification requirements by state departments.

Federal monies, in recent years, have made provisions for many reading programs at every level, kindergarten to college. But the critical issues in reading instruction among black teachers and students at the college level remain unchanged.

In Current Issues—the Public College,[6] I stated the needs and concerns of the reading interest group established by the Southern Regional Education Board's Institute of Higher Education. This group declared that a major percentage of the failures of black students could be traced to a lack of reading comprehension skills.

Black reading specialists in the five, eight and thirteen college curriculum schools have joined forces to allow cohesiveness in planning approaches for teaching reading to make the changing curriculum one that will draw upon the individual and cultural strengths of Blacks.

But their efforts, as exerted in Reading and Study Skills Centers, are not enough to correct the problems which plague college students in handling their texts.

In recent conferences and meetings, college teachers have shown increasing concern over the ineffective way many students read material in the content fields.

Burnett[7] has found that the problem is not solely relegated to students but involved in the faculty as well. There exists a need for the development of programs which involve the total school faculty in all content areas.

Bamman[8] has stated that "if each teacher of a content area were to assume responsibility for teaching a particular skill, a worthwhile step has been taken."

An aspect of reading instruction which is currently receiving attention deals with performance in the content areas. At the Institute for Services to Education Mid-Year Evaluation Conference 1974, both reading specialists and content area teachers expressed an interest in improving their students' facility to deal with content area material.

Probably one of the most difficult areas of reading is mathematics, for the language of the subject as well as the vocabulary, present difficulties to the uninitiated as well as the more able student.

Austin[9] discussed the manner in which comprehensive skills in mathematics might be improved. Attention must be given to the activities or processes of developing concepts, building comprehension skills and related reading material.

This, of course, is just one example of the myriad of research studies devoted to techniques for teaching reading through course content. To canvass a number of them is beyond the confines of time allotted to me now.

So far the emphasis, placed on teaching reading through course content at the colleges, has been done by the reading Specialist or Director of the Reading Program who is concerned with the improvement of the student's performance in content areas as well as in special skill development, and pleasure reading.

Reading problems, as they exist at the college level, are indeed complex and, for the most part, the college academic community generally neither recognizes or knows how to handle them.

Leedy[10], in discussing the plight of disabled readers at the college level, wrote:

> The awareness of the faculty in most colleges and universities of the needs that exist with respect to reading instruction for a large porportion of their students is appalling. Many of them simply do not know whether the students in their classes can read effectively or not – and what's more, they care less.

In 1964, Braam and Roehm[11] conducted a survey which attempted to ascertain classroom subject area teachers' familiarity with skills relevant to their successful reading in their subject areas. To determine discernible changes over an eight year period, the survey was replicated by Braam and Walker[12] using the original question: to what extent are subject matter teachers aware of the reading skills within their own subject area specialty? "The data indicated that most of the subject area teachers are unaware of the majority of reading skills needed by students to read successfully in the various disciplines."[13] And it was concluded that communication between reading experts and classroom teachers is no more effective today than it was eight years ago.

These paradoxical circumstances, considered with the fact that about 55 percent of the black students who enter college as freshmen do not graduate,[14] present a dilemma with no easy solution.

With research geared toward the study of the significance of the student's ambitions and self-concept and to the self-expectations of students,[15] there is a trend toward counseling-oriented practices.

Spache identifies two postulates that this type of program recognizes: "first, that reading is an intellectual task characterized by insight and planning; and secondly, that the variety of causes of reading difficulties makes group remedial instruction impractical."[16] He is also of the opinion that counseling-oriented programs represent the most advanced in the development of the college-adult field.

Another promising possibility for teaching reading in college would be to adjust the content of the college curriculum and teaching technique to accomodate the reading skills of the students.

Whatever course of action is chosen would necessitate "overhauling" the curricula to bring teaching more in consonance with the meaningful, abstract and empirical, cognitive, affective and psychomotor divides of learning for Black students."[17]

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[1] National Society for the study of Education, Reading in the High School and College, Forty-Seventh Yearbook, Part II, 1-4.

[2] Theodore L. Harris, "Making Reading an Effective Instrument in Learning in the Content Fields," in the 47th Yearbook, National Society for the Study of Education, Part II 1948, p. 116.

[3] A National Survey, "Interim Report of the Illinois State Wide Curriculum Study Center in the Preparation of Secondary School English Teachers," (USOE Project No. HD-145; USOE Contract No. OE-5-10-029; ISCEPT Subcontract No. 55-17-15-69), June 1969.

[4] Barbara F. Freed, "Secondary Reading – State of Art," Journal of Reading, Vol.17, No. 3, December 1973, pp. 195-201.

[5] Ronald Green,"Reading Programs in Secondary Schools." Occasional Papers in Reading, Bloomington, Indiana: Indiana University School of Education, 1967, p. 1.

[6] Ruby W. Martin, "Current Issues – the Public College." Journal of Reading, Vol 16, No. 3, December 1973, pp. 215-219.

[7] Richard W. Burnett, "Reading in the Secondary School: Issues and Innovations," Journal of Reading, April 1966, 322-28.

[8] Henry A. Bamman, "Changing Concepts in Reading in Secondary Schools." International Reading Association Conference Proceedings, Vol. 6, 1961, pp. 41-45.

[9] Mary C. Austin, "Improving Comprehension of Mathematics," Reading in the Secondary Schools, M. Jerry Weiss (ed). Odyssey Press, 1961, 391-396.

[10] Paul D. Leedy, "Discovering those who Need Individual Help in Reading in College," Reading and Inquiry, International Reading Association Conference Proceedings, Vol.10, 1965, p. 167.

[11] Leonard S. Braam and Marilyn A. Roehn, "Subject Area Teachers' Familiarity with Reading Skills," Journal of Developmental Reading, Spring 1964, pp. 188-96.

[12] Leonard S. Braam and James E. Walker, "Subject Teachers' Awareness of Reading Skills," Journal of Reading, May 1973, pp. 608-611.

[13] Ibid., p. 611.

[14] Elias Blake, Jr., "Future Leadership Roles for Predominantly Black Colleges and Universities in American Higher Education," Daedalus. Journal of the American Academy of Arts and Sciences. Vol. 100, No. 3, Summer, 1971, p. 747.

[15] David M. Work, "Twenty-five years of Research on Adult Reading," Philosophical and Sociological Bases of Reading. Fourteenth Yearbook, National Reading Conference, 1965, pp. 218-213.

[16] George D. Spache, "College-Adult Reading –Past, Present and Future," The Psychology of Reading Behavior, Eighteenth Yearbook of the National Reading Conference, 1969, p. 191.

[17] Ruby W. Martin, "Current Issues – the Public College." Journal of Reading, Vol. 16, No. 3, December 1973, p. 217.

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NEVER SIMPLY SAY "DO"

Joyce P. Peoples

All too often we, as professors in college content areas, direct students to "Do this", or "Do that", without stopping to realize that if they actually know how to do "this" or "that", they would probably already be doing it. While frequently our directives are simply over-estimations of the students' abilities to develop techinques for solving problems and accomplishing tasks on their own, occasionally, such directives are unconscious efforts to "pass the buck". If a professor subscribes to the philosophy that he is to teach the student, rather than the subject, then he must subscribe to the notion that it is his responsibility to teach the student to improve his reading of the specific content of the given area.

To simply assign to a class, "Read chapter ten for the next meeting of the class", is a classic example of "passing the buck". As unconscious as that buck passing may be, it is nevertheless, a failure to assume full responsibility for aiding the students in becoming efficient readers in that content area.

A recent survey of college content area teachers indicated that most of them agree with the basic principles of developing reading skills in the content areas, but that in actual practice, many of them put forth very little effort to help their students become efficient readers in their specific subject matter.

How often have you been guilty of saying to a student, "You need to improve your reading skills". Have you ever simply assigned a section of reading material and stated, "Find the main ideas". Does the command, "Read carefully", sound familiar? Such directions are adequate only if you, as the subject matter teacher, have previously taught your students how to read carefully the material in your area, and how to locate the main idea. If, on the other hand, you are simply assuming that college students should know how to perform such tasks, you may well be assuming much too much and neglecting a basic responsibility as a subject matter instructor. Never simply say, "Do". Show them how to do.

The primary reason for assigning material to be read is to increase comprehension of the content in a given area. However, reading comprehension is a complex process. Therefore, to have a student become proficient in this complex process, it becomes a responsibility of the professor to acquaint the student with the levels of comprehension necessary to function effectively in his subject: literally, inferentially or evaluatively.

Harris and Sipay report that recent research supports the desirability of providing practice in the kinds of comprehension skills: understanding main ideas, locating answers to specific questions, reading for details, grasping the sequence of events, following directions, grasping the author's plan and intent, anticipating outcomes, making inferences, critical reading, and remembering what one reads.[1]

While several of these skills are taught incidentally in any given disciplines, much too frequently some are simply assigned with a "do", rather than a "how to do". A common example is, "Find the main ideas". The ability to determine the main idea of a section of material read is basic to such comprehension skills as the ability to summarize and organize, distinguishing between a major point and a detail, and locating the principle point in a paragraph or longer selection.[2] Thus, helping the student to learn how to handle such a process is a basic responsibility of the instructor.

A professor must realize that very few college students have stopped to consider that marginal indentations serve as signposts on the printed page. Few readers instinctively note how many basic paragraph indentations a page contains. Yet, such an observation informs the skillful reader, at a glance, how many basic ideas are contained upon a page. Each paragraph contains a group of sentences functioning in a distinct structural role, discussing a single thought.

The professor, who assumes the responsibility of acquainting his students with the basic functions of sentences in a typical paragraph, sends his class on the way to locating main ideas. Leedy lists the following roles of sentences within a paragraph:[3]

1. The principal, or topic sentence states the main idea. It is the sentence that summarizes and emphasizes the central thought of the entire paragraph.

2. Subordinate sentences explain what the topic sentence means. They may do this in four different ways: by repetition, contrast, exemplification and justification.
3. "Dud" sentences are immaterial to the main thought of the paragraph. Usually they are unnecessary to an explanation of the main idea of the paragraph and do not actually contribute to its development.

A content area instructor, who provides a study guide which includes a few practice exercises in analyzing paragraphs, develops within his students skills in finding the main idea. Once he learns to identify main ideas, the student is now ready to be taught how to read a chapter. Each of you will agree that skill in reading chapters in a textbook is a necessity. Inasmuch as the average college student spends his major reading times trying to master the facts and details presented in his basic text and collateral readings, mastery of this process is a survival technique.

It is the responsibility of the professor to aid the student in learning how to read a chapter in his specific content area. Nevertheless, a general knowledge of how to approach reading a chapter in any text is beneficial. Generally, there are two principal activities involved, survey, ing or inspecting the chapter and reading for facts. The procedure devised by Leedy is as follows:

A. How to survey and inspect the chapter
    1. Observe the chapter heading carefully.
    2. Look at the table of contents. Note the relationship of the chapter to the rest of the book.
    3. Examine for different type faces and typographical clues.
    4. Look at the headings consecutively.
    5. Note carefully the end-of-chapter summary.
    6. Return to beginning of chapter and skim main ideas thusly:
        a. Read only the first sentence of each paragraph, so long as the thought is coherent.
        b. If a break in thought occurs, try reading the final sentence of the preceding paragraph.
        c. If still no continuity of thought is obtained, search the preceding paragraph for the missing thought.

B. How to read for facts
  1. Read each paragraph carefully noting specific details.
  2. Make two word lists:
     a. The specialized terms and technical vocabulary
     b. The unfamiliar general-vocabulary words which you do not know
  3. After you have finished reading the chapter thoroughly, repeat steps 2 and 5 under surveying the chapter.

Equipped with a plan of attack for dealing with the reading of a chapter, the student is now ready to improve the specific skills of his reading process.

How often have you heard a student admonished with an expression such as, "You must do something about your vocabulary". So much easier commanded than obtained. Of far more value to a student would be to acquaint him with a few practical methods for helping to improve his vocabulary and thereby broadening his knowledge of the subject matter of the course. In order to do so, the student will need specific aid in enhancing his technical vocabulary in the content area, as well as his general reading vocabulary.

Tips such as the following may go a long way in helping such a student:

1. Color coding aids in calling attention to new words.
   a. Read new material moderately with a colored marking pen. (If you ordinarily use a colored pen to denote material which should be remembered, use a different colored pen to underline unfamiliar words in the chapter.)
   b. Keep a note pad nearby; jot down each unfamiliar word which you underline. Leave an adequate amount of blank space between terms to allow for definitions to be written in.
   c. Upon completion of the first reading of the material, look up the definitions of the words on your list. Syllabify each term: scrutinize it; translate it.[4]
   d. Go back to the location of the word in the original text of the materials. Use your personal shorthand, or code in the best definition applicable to the context of the sentence.

    e. Now re-read slowly the entire material making special note of the newly defined terms. Be sure that you use a dictionary specialized for the subject matter which you are studying.
    f. Finally, paraphrase each sentence which contains one of your newly acquired terms to make certain that you really know what the term means. Use the term frequently to make it a part of your general vocabulary.
2. Keep a card file of word meanings and word-element meanings.
    a. Get some three-by-five-inch cards.
    b. Put on one side of the card the element or word you plan to learn.
    c. On the other side, break the word into its basic meanings, note the word elements, the language from which these elements come, the meaning of the element, and several illustrative words which employ the same element.
    d. Review these cards until you know all the data on them thoroughly.[5]
3. Enlarge your "word-hoard" daily.[6]
    a. Note every new word you encounter.
    b. Write it down in a personal dictionary; look it up as soon as possible. (A personal dictionary is simply a composition booklet reserved for your new words, definitions, and sentences.)
    c. Use that word somewhere, somehow, in your speaking and writing until you become thoroughly familiar with it.
4. Become a "walking-dictionary".[7]
    a. Carry a pocket dictionary everywhere you go.
    b. Use it to review old words and become familiar with new ones.
    c. The first week, go through all of the "a" words. Check unfamiliar words in the margin. Put these words on cards and learn them.

    d. The next week, take all of the "b" words; in twenty-six weeks, or less, you will have learned every word in the dictionary.

5. Develop a plan of attack for learning words.
    a. Learn to recognize as many words as possible by sight. Utilize configuration clues as necessary.
    b. Memorize the fourteen basic words which serve as a key to 100,000 words.[8]
    c. Utilize the phonetic approach to determine whether you have heard the word before.
    d. Memorize rules of syllabication and use them as needed.
    e. Familiarize yourself with the diacritical marking system of your dictionary and use them religiously.
    f. In any given situation where basic sight recognition of a word is absent, practice utilizing this pattern first. Use context clues, study words phonetically, analyze words structurally then use the dictionary.[9]

Techniques, such as the previous ones, readily aid inefficient readers in improving their vocabularies. Yet, this is but one area in which students need improvement. Frequently, a subject matter teacher assigns the reading of a specific chapter to a class with the admonition to read it carefully. While the direction sounds practical to the instructor, a student who is not aware of the functions of the various marks of punctuation will have difficulty in comprehending the meaning on the printed page.

A few minutes spent at the beginning of the course to reinforce the value and use of punctuation will aid in producing more efficient and precise readers in any course. Unfortunately, many college students are unaware that mere words upon a page, by themselves, do not convey meaning. Without the marks of punctuation, reading would be an impossible task.

History reveals that ancient manuscripts were written with letters running continuously. Such causes difficulty in reading. Yet, even today many students read a page with total disregard to punctuation marks. Let us examine what occurs with such practices.

TOMMARYANDJOHNWATCHEDABUNDANCEONTHETABLE

What thought is conveyed to the reader? Does he perceive that two people looked while a bun danced on the table? Or, perhaps he thinks that three people viewed a small pillsbury dough figure dancing on a table. Or, could it be that the reader feels that three persons, two males, and one female, gazed upon a table piled high with food? Without proper spacing of the letters and adequate punctuation, either of the previously suggested meanings might be conceived. Thus, when a student reads the sentence disregarding the internal and end marks of punctuation, his comprehension suffers greatly. Therefore, it becomes a responsibility of the instructor, regardless of his discipline, to remind students of the practical value of observing punctuation in comprehending the meaning of written material.

In the opinion of this writer, an instructor fulfills his responsibility when he puts forth a conscious effort to reach students with reading problems in his content area. The professor, who realizes that many college students are not proficient in finding their way around a large research library, and seeks to provide adequate instruction for developing competency in the use of abstracts, special dictionaries, and understanding research reports published in the professional literature of that discipline, does more than simply say, "Go to the library and read such and such a thing."

Such a professor does more than to merely request a tour of the library of his class. Because he takes his responsibility seriously; because he is honestly interested in helping his students, he carries them to the library and goes through the process of locating and using information in references pertaining to his course. Such a professor does this because he realizes that the terseness, abstract and specialized vocabulary, and special reporting styles in his subject area are possibly new to disadvantaged college students, and may cause problems. Furthermore, such a professor realizes that the time utilized in such an endeavor can actually provide him with a more proficient group of students.

Finally, the professor, who seriously desires to stimulate reading in depth in his content area, never assigns readings by chapters or page numbers without supplying guides for the students' study. Such a professor is ever cognizant of the value of purposeful reading. Moreover, such a professor reaps bountiful rewards as his students begin to exhibit increased interest in that specific subject and show greater skill in reading content materials, simply because someone cared enough to do his very best. Never simply say, "Do."; show your students how!

[1] Albert J. Harris and Edward R. Sipay, Effective Teaching of Reading, 2nd Edition (New York: David McKay Company, Inc., 1971) pp. 307-321.

[2] John J. DeBoer and Martha Dallmann, The Teaching of Reading, 3rd Edition (New York: Holt, Rinehart and Winston, Inc., 1970), p. 181.

[3] Paul D. Leedy, Read with Speed and Precision (New York: McGraw-Hill Book Company, Inc., 1963) p.21.

[4] Ibid., p.50.

[5] Ibid., p. 51.

[6] Paul D. Leedy, A Key to Better Reading (New York: McGraw-Hill Book Company, Inc., 1968) pp. 16-17.

[7] Ibid

[8] The chart is from "The 14 Words that Make All the Difference" by Leonard A. Stevens, prepared by James I. Brown, which appeared in the August, 1956, issue of Coronet Magazine.

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DISCUSSION

Mr. Williams: What we would like to do is to pass out three handouts to your, and we would like to ask you if you would spend a moment or two reading them. We shall have further instructions after they are distributed. You should now have in your hands three handouts: one is The Heart-Beat in Limulus, the second one is Ars Poetica, and the third one deals with City Planning.

Dr. Martin: Read your selections, please, on city design. Read it carefully and answer the questions on the following two pages. You have just a few minutes, so read rapidly and efficiently. (See Appendix A).

If you have not completed the assignment, raise your hand. There are always some bright students in every class. You have five more minutes.

Now, turn to the person on your right or your left, as you wish, and discuss number one. If you wish to change anything, you may do so. Please listen for your instructions. Try to resolve any differences that you may have and come to an agreement. If a person still does not agree after the discussion, this is all right. Just number one, please, because time is very limited. Let us now take a look at number one. What concepts do you think are necessary for understanding the meaning of this passage? Did anyone have a special problem?

Comment: Yes. I had a problem with it because I did not have any idea of what you were doing, but I did decide to write down something just in case I was supposed to. The terms are not defined, nor was my objective spelled out. But I chose to write down for the first one – Junior College.

Dr. Martin: He said he had some difficulty because there was no preparation for the learning. Initially, we did not specify any objectives for this assignment. I simply gave you something cold. What did someone else write for your concepts in number one?

Comment: The concept of human ecology.

Dr. Martin: Human ecology?

Comment: Yes. I did what you did to me. You wrote down a lot of things for me that I did not understand.

Dr. Martin: Can we have someone else who had a similar experience with difficulty with the learning?

Comment: To be able to understand the meaning and to understand the passage we read, you cannot generalize certain specialized uses of words.

Dr. Martin: Would you identify some of the words for us?

Comment: Graphic notation. Probably most people know all of these words, but I think spatial, temporal, sensuous and innovative may not be familiar terms to all students.

Dr. Martin: In other words, you feel that these words would be necessary for understanding the passage, and also that they are directly related to the concepts which you are trying to learn from this passage.

Comment: I think you need initially to have a concept of what a city was or a city form is talking about.

Comment: You asked the question: What concepts do you think are necessary for the understanding of the meaning of the passage? I was thinking that you would need to know what city form is, city environment, city as perceived by the human in the sensuous aspect, a city as perceived by a person in its economic and social factor, and a city as one can perceive it as a psychological factor. You need to understand those concepts before you can understand this passage.

Dr. Martin: Fine. I asked you to do something else. I asked you to discuss the concepts that you chose for number one. Did you find that you changed any of the concepts as you discussed the answers with your peers?

Comment: Yes. I discussed it with my neighbor. I found that I had specified the concepts more in detail. I had a general statement which expressed a lack of understanding or a lack of experiential background, as I expressed to my neighbor when he said, "Well, we should have had a specific definition of many of the terms."

Comment: I think that even if you understood the concepts, I find it difficult to understand the passage. It reminds me of the G.R.E.

Dr. Martin: Look at number three. Do you find the sentence structure difficult to follow?

Comment: Yes.

Dr. Martin: Why do you think this is so?

Comment: It is a negative statement. There are many terms that are not defined and too many unknown terms that are not defined. There are too many, I think, complex sentences, including the first one which runs into a parenthetical phrase that uses the term sensuous. It is just very difficult to graps, and many of the terms are abstract in addition to being undefined.

Dr. Martin: Can you imagine an entire chapter like this or a book like this for somebody who has not had experiences with the concepts or the vocabulary and different kinds of uses of vocabulary?

Comment: I did not find the sentence structure difficult because it is very easy to find the subject and the verb in each sentence.

Dr. Martin: Well, for you, this is not difficult. However, for someone else, who has not had experience and has not mastered the technique of discerning the subject and the predicate and the direct object, et cetera, would find, I think, extreme difficulty with this.

Comment: I was sort of concerned about the meaning of the word structure, because although the structure may be alright, it says nothing anyway. I mean there is a difference there.

Comment: That is what I was adhering to – structure.

Question: Would the answer to all of these questions depend on to whom this is directed? A certain person might know all of the answers to these, but another one on another level would not. I wrote for my answer: I do not know.

Dr. Martin: Thank you. What you are saying is that different people having different experiences to the learning process is a fact we also have to consider. Plus, we also have to consider learning rate, vocabulary mastery, concepts, and experiences?

Comment: Yes

Dr. Martin: I have another question: Can you suggest ways to prepare students to understand this passage?

Comment: I think that, first of all, a sequence would have to assess the students, because we would have to know something about their background and experience and things of this particular nature. I think that the element of interest should play a very strong part. Many times we give assignments and activities that are very isolated from a person's experiential background. But yet we expect them to perform and to do without really having knowledge about the students we are instructing.

Dr. Martin: Yes, that is very true. Some of the things that you could do to prepare the students for the learning would be what? The question, before that, is number four in addition to what we just said.

Comment: One of the things that could be done to prepare the students to be versed on the subject, would be to develop his vocabulary, and let them know exactly what the meaning of the terms are.

Dr. Martin: So you are suggesting to pre-teach vocabulary, perhaps?

Comment: Not out of context.

Dr. Martin: I did not say out of context.

Comment: Yes.

Comment: I think you have to go back to your basic objective – who you are preparing this for and why. This would help determine what steps you would take towards preparing them for doing it. I think a class in city planning needs to understand many things besides vocabulary. Another group that is not familiar with the terms would find it very helpful, perhaps, to have even a movie dealing with city planning or a trip; again depending on the level of the people and why.

Dr. Martin: Right. Thank you.

Comment: I question the necessity for style in writing at all. I contend that this paragraph could have been written very clearly and be understood, to some extent, by students in junior high school. I think that educated people often write in scholarly fashion to impress someone, rather than to make it clear.

Dr. Martin: Yes. Thank you for that comment. It is very important.

Comment: I concur with that and I would take it one step further. I think that scholarly people are often not clear themselves as to what they are trying to do; so they put this together in such a way that it covers them without conveying the meaning. In terms of the question you raised about preparing students, I think another thing would be a discussion of concepts for each paragraph – what they were.

Mrs. Peoples: I think it is most important that, as we look at these things, we realize the inferences that they have for our situations back at home. The point I want to make is that with this new surge of assigning collateral readings and textbooks of readings on the readings that we are now using so much of, it is very important that we select materials that have a greater readability aspect. If the students do not have the interest and if you are not motivating them, assuming that every student is not going to be as enthusiastic about your particular subject as you are, or if they are required to take certain subjects they are not particularly interested in, you are certainly going to have to take this into account as you select the textbooks and as you select the collateral readings that you assign them to do. So do not do to them what she has done to you.

Dr. Martin: We have a different type of learning experience. We shall come back and give you some reaction as to what you have said and what you have done.

Comment: I would like to make one more comment on this experience. I found it to be extremely valuable for me because I did not have in my mind, before I came here, a meaningful way of evaluating the texts that I use. Now, I think having this list of questions, I can go back to my subject area and apply this model and probably come away with some idea of whether the text is worthwhile or not and also my students can do the same thing. These questions are certainly valuable.

Dr. Martin: Let me inject here that I have prepared a selected bibliography for you on teaching reading through various contexts. You should get it before you leave. (See Appendix D).

Question: Are we to understand from the two responses, here, that we deplore what is called scholarly writing? Do you not expect the scholar to write for his peers? I think that is justifiable.

Question: Can you assume that a freshman is his peer?

Comment: That has not come up in the discussion. Are you talking about freshmen or are you talking about junior high students?

Comment: One can write for his peers. He may or may not write for his peers only.

Comment: We do not want to have a debate here, but my contention is that in writing, one should write as clearly as possible. This passage is very heavily pedantic. Although I know very little about city planning, I know that it is not necessary to cram these kinds of words in here in order to make it sound scholarly. It could have been said much more simply. I think this is a sign of an educator and a scholar whether he is writing for his peers or not.

Mrs. Peoples: For this particular session, whether or not one should or should not write for his peers only is not really the point. The point here is, given the readings in any area, what responsibility will you as a professor assume as you assign these readings? Maybe it is fine that we write for the sake of being scholarly or that we write for our peers only, but, if it is written for peers only and it happens to get in a textbook that is used by professors who are teaching freshmen, then that is an entirely different ball game. I think we want to confine our outlook to what is applicable here, and let us try to keep that in mind as we go along.

Dr. Martin: Let me also inject that many of us, who teach a particular discipline, have not had experiences in using readability formulas to ascertain the readability of a textbook. There is such a thing as readability formulas and there are people who know how to use them. Reading teachers and some kind of area teachers have had experiences. So, do not be afraid to ask for help. This is where we are trying to bridge the gap between the reading teachers, the reading specialists, and the content area teachers. If we have skills that you can use and you have skills that we can use, then I think it is time that we get together and try to iron out these differences and prepare items and use materials that are more adapted to the abilities and interests of the students.

Question: Would you suggest, then, that before a textbook is approved, that this formula be applied?

Dr. Martin: Yes. There are any number of readability formulas, and I think that sometimes, when we are placed on committees to ascertain whether or not a textbook will be chosen for a group of students, we simply choose things that we are familiar with or things that we are interested in rather than do it more professionally such as discerning the readability.

Comment: Many of us have never had the difficulty of not being able to read well, therefore we do not understand the difficulty of our students. It is not necessarily the level of reading that we are expecting from our students, but basic understanding.

Comment: I think it might have already been pointed out that there are also individual differences that would exist regardless of the level of a student. Of course, a variety of materials should be utilized so that you can get at those wide spectrums, thinking in terms as to what both of the gentlemen were mentioning in reference to scholarly writing. I think you would have to consider the variety aspect rather than, perhaps, one sole textbook which is designed to do the total job. This is a fallacy.

Dr. Martin: Thank you very much. I think that we should move along since we have some other presentations that we would like to make at this time. We shall provide some additional readings for you which will provide a lot more cohesiveness to this.

Mrs. Peoples: Thank you. One of the things that we have to be aware of is that students have to learn to shift gears in reading. You read for various purposes and, of course, different disciplines will demand different purposes in reading; so let us take a look at the poem for a moment. When we come back to the discussion, we might be a bit more concerned about answers to questions. Let us assume that an English teacher or humanities teacher has given a student a poem, just this sheet or paper or handout; and so that when we come back to class, we are going to work with this particular poem. Now, that in itself is a sad commentary on teaching.

Question: But what if we could do that? You are not just going to hand out anything.

Mrs. Peoples: In my years of experience, I have seen it happen a number of times. Granted, it should not, but I have seen it happen.

Comment: If you are going to study a poem, you are going to study a poem.

Mrs. Peoples: Not necessarily. You might be correlating poetry with something else. Let us say that a humanities teacher says that next week we will be dealing with the theme of war. She hands out a poem that is about war. She hands out a copy of a song or tells them to listen to a record. She tells them to go look at Gurnica and be prepared to come and assimilate all this material next time. No study guides might have been given out. The poem might have been handed out as this has been handed to you, and the student is expected to be able to deal with it. We are going to talk about how to prepare students for dealing with things in a follow-up session but, right now, just let us look at the poem, Ars Poetica (See Appendix B).

Question: What do you do with the teacher if he does that?

Mrs. Peoples: Let us face reality. You know these things happen and you would be surprised sometimes how often it happens. It is just like the teacher in social studies who says, "Read Chapter ten for the next class." Same difference. Now, let us just look at some questions before we begin to deal with answers and applications for teaching. First of all, there are certain things that one would have to know about poetry, certainly, to read the poem efficiently. Let me ask you, then, how many qualities of a poem are given in this poem? Of course, then you would have to know what I mean by "qualities." Assuming that I told you that there were three qualities of the poem, could you select the areas in which each of the qualities appear and, if so, what kind of information lets you know where the areas are located?

Comment: The asterisk.

Mrs. Peoples: Yes. The asterisk tells you something about the structure. If there are three qualities, then more than likely one will be located in each of the areas as separated by the asterisk. I shall not ask you, at the moment, to list them. But let me ask you something else. Assuming that the students already know about figurative language, would one be justified in assuming that they would be able to denote the types of figurative language that are located in the poem?

Comment: I think they would be able to do that, but I do not think knowing the specific names is important.

Mrs. Peoples: Very good.

Comment: It depends on how well you did that.

Mrs. Peoples: I think your point is well-taken. Would a question such as: "What does the author mean by saying a poem should be wordless?" be appropriate in the study of this poem, assuming you had given no information on meaning as such? You just handed out the poem and expected the student to be able to deal with it. The student comes back and you throw that kind of question at him. Why or why not?

Comment: It is an area for thought.

Comment: It would depend upon your overall purpose initially. I think that is a high level form of question, whereas it goes into premises.

Mrs. Peoples: That is true and, of course, reading comprehension deals with specific levels and if you have not dealt with the levels that lead up to the level of criticism, then certainly it would not be an appropriate question, would it? Of course, if you had said already to the student that: "if we use this particular poem as a measure for evaluating other poems and that poems should create visual impressions, this particular poet is trying to help you to see through the use of imagery or through poetic techniques"; then that might be a different story. How does the punctuation in this particular poem help you to read the poem for its meaning? And you know, sometimes students forget all about the use of punctuation. They just read the words. But looking at this particular poem, how does the punctuation help you to read the poem for meaning?

Comment: In some cases, very well. In some others, it does not help. For example, the colon would leave too many students out there barreling in the wind.

Dr. Martin: In the last stanza, you are referring to:

A poem should be equal to:
Not true.

Comment: Right.

Mrs. Peoples: Yes. So a student would have to know something about the use of colons to be able to know what is directed there. If you were to take the poem, sentence by sentence, straighten out the grammatical relationship of the words within the sentences, could you then put the poet's thoughts into your own words, or could you paraphrase? Sometimes we tell students to paraphrase things and that is a favorite technique of poetry teachers, "Well, paraphrase it. What does it mean? Say it in your own words." If you were to take it sentence by sentence or line by line and straighten out the grammatical relationships of words within the sentences, then could you paraphrase it?

Comment: I think in this particular poem, a paraphrase would not tell me very much about what he was trying to get across.

Mrs. Peoples: Which brings us to the point that words do two things in poetry: They point out plainly what is being said, but they also sometimes have a large meaning or they suggest or they use symbols or they use figurative language, and so it would certainly be unfair to a group of freshmen or sophomores to just hand them this cold without giving them any study guide or any previous information for dealing with this kind of thing.

Even with a textbook chapter, you do not just say, "Read it." You either show them how to read it first or you tell them the purpose for reading it by giving questions or some other technique. Are there any questions you want to ask about the reasons for this particular activity?

Comment: I was just wondering: One of the things you are assuming is that your people knew about literal meanings and that you thought this might be important to have figurative type language. I am so eager to learn that what I get from this is that a poem should deal literally with things and should live.

Mrs. Peoples: We can talk about that when we get into specific groups. Let us just suffice, at the moment, to say that we want students to be aware of the fact that they do have to shift gears in meaning and that they have to have certain experiences prior to attacking certain kinds of things, such as in the case of critical reading. We just cannot assume too much. Often, because we have had certain experiences ourselves or because we went to certain kinds of high schools that prepared us with certain kinds of skills, we assume that the students who come to us have had them also. But that might be too great an assumption. So it becomes the responsibility of the professor to make sure that a student is able to deal with certain kinds of material.

Comment: I cannot appreciate your saying that students should have study guides.

Mrs. Peoples: I am not saying that they have to be written out all the time. I am simply saying you do not give an assignment cold.

Question: But I question the word "always" on the basis of the fact. When do they reach the point when they can take provided information on their own and use such things as topical sentences and things of this nature to gain maturity in handling material on their own? The word "always" is what I question.

Mrs. Peoples: I can appreciate that, certainly. I am simply saying that a student needs to know the purpose, if it is no more than a statement, when he deals with the material himself. Certainly, you expect more competencies exhibited by seniors as they read material than you would by freshmen, and it would not be necessary to give them the kind of detailed study guide. There might be some things that you would infer; maybe you do not even hand them handouts that are study guides or questions. You may simply give them directions for working with a particular thing. That is the reason for the use of "always".

Comment: Which also means you would have exposed them previously to this way of working; then you would throw them into the application wherein they could apply these certain techniques that you have already provided them.

Mrs. Peoples: Very definitely so. Suppose we next move to the Carlson article, The Heart-Beat in Limulus (See Appendix C). This one is a "lulu", but it came directly from a physical science book that is used or was used at a particular institution. Many of us are "content area teachers", and I am guilty, too. I am saying this for myself as well as you, because every person is a "content area teacher" somewhere or has studied in a particular discipline. Many of us are so busy trying to teach physical science or biology or literature that we really do not have the time to do the extra work in teaching reading. I can sympathize with what the person says because I know that all of us do not have the kind of administrators that you have here. All administrators are not concerned about providing the extra time that you need or provide for limited class sizes for adequate work. I think that is a "cop-out." I think there are certain basic things about reading that any subject-matter teacher should know and should be willing to work with in helping students to read in his particular content area. For example, I think that any subject-matter teacher ought to be aware of the fact that 95% of the reading material in the subject matter is done through the deductive developmental approach. If a student sees a page assigned in a chapter in a textbook and that particular student is not aware of certain kinds of things that would help him to utilize the structure of the page, then that student will have difficulty, not only in reading something like this from the physical science book, but reading from a history book or reading from an English book or a mathematics book, although there are certain kinds of technical words that would have to be dealt with. For example, very few students look at the structure of the page, and very few of them, then, are aware that there are certain built-in mechanisms that would help them at a glance. Looking at the heading ought to tell the students something immediately. Looking at the number of indentations on the page ought to tell that student something about the number of main ideas there, and I do not think that any content area teacher can get around helping students with those kinds of reading techniques. Looking at this particular piece of material, if a student knows that deductive means to go from – de, of course, being the key there – and that particular student knows that the ideas in most of the material there are going to be going forth, then he knows that he should look for the basic principle being laid down and then find the details. If he knows that only 2% of the written material which he reads is going to be developed inductively, he knows that chances are, most of the material on that page will not come into one idea, will not be developed from the details, and therefore, he begins to utilize a technique in which he approaches the reading of most of the material by going from the main idea. When he pre-reads, even something this difficult, then he looks at the paragraph for the topic sentences that give the main idea in the paragraph. Let us look at the kinds of questions that might be given for pre-reading, because you want to prepare them. If your students are like the kind I have had at Alabama A&M, they need all the help that they can get. Maybe yours are not like that. You might be very fortunate. Would a student need to know what the problem is that is being considered in this particular article if he were pre-reading the article and getting ready for the next class period? Would that be of any value to him?

Comment: Yes. I think it would. It would give him a focus and it would give him the type of question for which to read. He would have something to focus on and then something to draw out of the reading.

Mrs. Peoples: I have a "hang-up" about teachers who go the extra bit. Instead of just sending their students to the library, they occasionally take them to show them how to read their material in their particular disciplines or how to do assignments in their particular disciplines. It has been my experience that when I have been sent on a tour of the library, it was okay generally, but it did not really help me to learn where those specialized dictionaries were or what kind of abstracts were to be dealt with in that particular class. So would it be of benefit, then, to point out to a student that as he reads, he will note that certain references or allusions are made as in this instance. Would it be of value to the student to know for what purpose the works of the authors were cited? Would that aid the student or would he be confused more if you told him to look for that kind of detail?

If you asked a student to identify the vocabulary terms or the technical vocabulary terms that he encountered, would that aid him as he re-reads once he has pre-read and identified them? You had some quarrels with the content of the first of the first paragraph, and yet maybe that is an erroneous assumption. I would assume that a student going into a physical science class would have difficulty reading this, too, because of the many technical terms with which he might not be familiar. Would it aid him then?

Comment: There is a difference in the style and the amount of loose statements used in this writing and the other one, but both have technical terms. But the others were just pushed together without any elucidation in the reading.

Mrs. Peoples: Right. And yet it is important that a student realizes that every discipline has its own technical terminology, and if he is going to deal with the discipline or the particular content area, he is going to have to learn to enhance his technical vocabulary in that content area. So would it not then be wise, as he re-reads it, to pay very close attention to the terms he might have denoted when he pre-read the material? This is really making quite an assumption. This is assuming that all students are going to do the amount of reading that is necessary to deal with the chapter. I keep saying pre-read and re-read, but a student, unless he is particularly bright, picks this up and he is going to have to deal with it more than once. He cannot just skim and scan this. He is going to have read this a bit more thoroughly. Does the diagram which accompanies the reading matter serve any valid purpose.

Comment: Yes.

Mrs. Peoples: Should, then, students be made aware that they are to deal with charts and diagrams and maps as they read in your particular discipline?

Comment: Of course.

Mrs. Peoples: Yet, so many students run through the chapter, "Introduction to Statistics," and they never stop to look at the charts. They just go on with the reading matter or correlating the words as they are. Of course, if a student is given questions for pre-reading, then it might well follow that it would be good to give him questions for re-reading or specific direction for re-reading, particularly in the sciences and in mathematics. Many of our students have not been taught how to read in those areas. We assume sometimes that they have been taught how to read for problem-solving and when in actuality they have not. I think, then, that we would have to reassess our own teaching styles and be a little bit more sympathetic with the students so that we shall not just say read such-and-such a chapter or read from page so-and-so to page so-and-so. We would give them more specific directions than we sometimes do.

Question: Mr. Williams, I would like to know if you would agree that you must react on the higher level reading?

Comment: On a higher level of reading, would he agree that a student or anybody would have to react to it? For example, you read The Exorcist or you read Before the Mayflower. Anything you read, you have to react to it.

Mr. Williams: What do you mean by higher level?

Comment: Well, on a lower level where you read to identify the words, you have a word recognition. But on the higher level, you read and you react to your reading and that is what we are concerned with.

Mr. Williams: I think you are, then, speaking about the concepts?

Comment: Yes.

Comment: When you were speaking about the written word or the written word being more of a logical sequence than something that is about the head rather than the emotions or the heart, to a degree, I would agree, but it depends on what written word we are dealing with. The paragraph on the king crab would not do very much in terms of turning me on, so to speak. The poetry, though, would probably elicit emotional response. A book like Before the Mayflower or some poetical writings would bring me out, so the written word can be cold. The passage on the urban environment was particularly very cold, but if I read another account, I might have a different response. So I think the written word can be a provocative, emotional kind of thing, depending on how you use it.

Mr. Williams: You are suggesting, then, that the arts and literature are experiences that people can feel and get into and that is the area that we need to examine. I might suggest that when we begin to look at tradition and culture – when I talk about culture, I guess I am really talking about the oral tradition, we are talking about staples in the culture which go back to proverbs and which go back to the traditions or sayings of the old folks which are passed on from generation to generation. Within the black community, we use spirituals just as an example. Those words then begin to have a special meaning and there is an emotion about the specific word which is very precise but yet very general. A person can bring to that word or the proverb whatever experience he can bring to it; and it is not exactly right or exactly wrong for the individual to relate to the word itself.

Comment: You do notice that in some of our more professionally-oriented churches these days that we do not sing those spirituals anymore; we have to sing hymns; this is the same thing I was saying about pedantics in writing. You do not come before a person the next morning and say, "As per our telephone conversation last evening." You come up and say, "We were talking last night about, et cetera." So I think that if we write the way we talk, that this would make it easier for our students to understand. I doubt that the man who wrote that passage would get before a class and lecture on that passage in the same way he wrote it.

Comment: We certainly do not write the way we talk.

Question: I would like to address my question to the entire panel, and I guess the best way to put it is this way: What is your feeling about all of this gadgetry to improve reading in the reading lab?

Dr. Martin: I do not know where to begin, because I have very strong feelings against using these mechanized procedures for teaching reading. There are some speed reading companies which make phenomenal claims to teaching speed and comprehension. What they claim is not practical or realistic. For example, " We shall teach you to read so many thousands of words per minute with a very high level or degree of comprehension." The question comes to mind everywhere: If we were to follow these procedures, are we actually carrying out normal acts? I think that many of the machines that we use do have a purpose if they are geared toward a certain disability that a person has. Now, a machine such as the Controlled-Reader, where you can set the machine for reading, say, nine hundred to one thousand words per minute, and you had a student reading at this phenomenal rate, you could check the comprehension. I have the feeling, however, this is not closely assimilated enough to the normal reading process. However, on the other hand, there is a machine that we use very often in many of the remedial and director types of programs called the Language Master. A student can control it by using his own vocabularly and his oral and visual skills. We tried to get away from the verbalization that has been traditionally associated with reading – read and parrot back something. Let me just make a point toward the question I think that you asked.

You said: "Should we reach higher levels?" Now, when you first said higher level, it struck a bell with me because in working with students who have reading disabilities, we try to take them from a literal level where they have been used to operating because they have been taught to operate they way, and guide them through more interpretative types of thinking, then onto higher levels of critical types of reasoning and thinking and then to react to what they read. Now, Joyce has some feelings about machines. I am sure I do not share this feeling alone.

Question: Mr. Williams, I just wanted to know if you had conceptualized a new form of writing that would be relative to the students? Unless I misunderstood what you said, I got the impression that you were speaking about the possibility of a new writing style that would allow us to reach the students and possibly they could read and understand better.

Mr. Williams: Let me suggest that I think there are things we can do with students to touch them emotionally in their use of words and which would aid them in understanding the writing process. For example, if students feel that their own language, whatever the dialects is, is acceptable in the classroom and the teacher reacts to the meaning of the concept rather than the specifics of whether the verb agrees with the subject, then I think students are likely to get very excited about the language that they use in the classroom because that language reflects their culture. By their culture, I mean it reflects their experiences. That is not to say that students are going to come into the classroom and use four-letter words; I am not suggesting that. I am suggesting that there are diverse ways in which language can be used. To get back to an earlier point, students come into the classroom and they listen very closely to what people say. The teacher, in many instances, is concerned with what the student is writing down and so barriers are created.

To take you further, I think that once you get a student feeling as though what he has to say reflects himself and is accepted in that classroom, then he begins to have an interest in the way in which other people express themselves and use language, written language in particular.

Question: The implications of what you are saying is that it may be all right to utilize a different dialect in the classroom than is being practiced in, generally, the whole society, is that correct?

Mr. Williams: Yes.

Comment: Well, I am also suggesting that this may be one of our problems in our black colleges. Some have suggested that because we use this dialect in the classroom and because it does not apply outside of the classroom, we subsequently have tremendous problems with passing standardized tests. I am not suggesting that I agree with these exams and I am not sure that I agree that we should teach something that you would not be able to practice outside of the classroom.

Mr. Williams: I think that this is such a difficult topic to talk about. I think the students do a great deal of switching. I think all of us switch. The king of language I am using now is not the kind of language I would use when I get with some buddies. When I decide to go sit in a bar and relax a little, I am going to use a different kind of language; if I decide to go down to Paschal's, I am going to use another kind of language still. I think that there is a flexibility in the switching that students engage in. The issue is dealing with the student's ability to think and dealing with that student's ability to convey his thought to someone else effectively. That is what ought to be going on in the classroom. I am told that linguists have said that students have the ability to handle the deep structure of the language by the time a student gets into school. In other words, he can express himself. He understands the structure of the language, and we do not really know how he learns that. So, when we talk about students writing and speaking, we are really talking about style. We are talking about a style which is connected with social class. We are not dealing with the issue of thought. That becomes very difficult to discuss because all of these different strains get sort of mixed up there.

Mrs. Peoples: I want to react to that, too, by simply saying that you will note that the speaker did not say that we would stop there. Often, as elementary school teachers say, you take the child where he is and you carry him where you want him to be. I would suggest for persons, who have problems dealing with this whole bit of what we have been calling black English, that you simply say: "All right. If you are able to switch from colloquialism into the literal style, then you use them where they are needed to communicate," but you should not stop there. Dunbar certainly wrote in a dialect which students might have no difficulty dealing with, but he certainly was a very learned man and he knew how to use language literally. Or the Frank Yerbys or the persons who write to sell. When it is necessary to put material into its proper perspective, they certainly use the literal level. So I would certainly say to persons that have certain kinds of hang-ups about this issue, take the student from where he is, use that style as a springboard to get him to a literal level where he needs to be out in the everyday literal world.

Comment: Just let me take my statement one step further. I do not have any hang-ups about it either, but I do have some concern about the kind of students we get. Now, I am not sure that we have the kind of students in the classroom we are talking about. I am sure we do not have a whole lot of Yerbys or a lot of Dunbars, but I am not sure that we should make an analogy based on our best because all of our students are not our best.

Comment: I know those of us who went to Junior College in the teaching field have a different approach maybe to what you are talking about. We constantly say that a teacher must respect a student's language in order for the student to respect your language. We cannot go into the classroom teaching down to the student and ridiculing the language that he brings with him. If we do that, we are not going to get him to raise his language level or help him to become able to speak in various dialects. The black students in most of our schools come in with their "ghettoese" or whatever you want to call it, and he speaks that well. He identifies this with being black. We cannot deny him that, but we must also let him know that in order for him to function in a different environment, he must be able to speak in a certain manner. I tell my students that English is good whenever it communicates what you want done at the time. Our city has a street we call "Davis Avenue." If I would go to the pool room and say, "I would like to play pool here. Would you pass me the pool stick?" I would get laughed out. I would say, "Give me that pool stick and let me play pool." But if I go down to city hall, I am on a different level; I must be able to function there. Many of us black people are "hung-up", too, on this idea of the white middle class English, and we go in with the attitude that anything that is not black middle class English is wrong. That is not true. You can teach students to write by starting on a non-verbal level and increasing to the verbal level. You can make a composition that will have no words in it; you can do a montage; you can do a collage. Once he does it, let him explain to you or let some other student explain to you what he sees when he starts describing it. And when he starts explaining it, he will start verbalizing. He will shock you. You will find out that he may have a better command of English than you do.

Question: I would agree that all varieties should be accepted, but as far as reading is concerned, do you see an influence of using dialects? For example, I do not know Don Lee's new name, but Nikki Giovanni writes such.

Mr. Williams: Does anybody have any reaction to that?

Comment: I do not understand what she was saying.

Comment: I am speaking of the use of dialect in reading as far as the permissiveness in writing is concerned. How does it tie in with the reading aspect?

Mr. Williams: In other words, how might you use the poetry of someone like Don Lee or Nikki Giovanni, the last poets, in such a way that you could bring a student to a better appreciation of his own language and develop that student's skill both oral and written? Does anyone wish to react to that?

Comment: Yes. I just had one experience where we had a consultant from the Washington, D.C. public schools who related that they rewrote all of the poetic selections that the students had to read into sub-standard speech. The reading level mushroomed three to five grade levels in a semester. They were then able to transfer to regular English the next semester. There was a steady improvement.

Mr. Williams: Did someone else wish to make a comment?

Comment: Yes. I just want to say something in terms of what I try to do in my classes. I have students write papers at least once a week in class and no matter what language he writes in, it is not wrong if he can tell me what he is saying. I found many times that American

English is not directed to Blacks. In other words, I found many words in the English language that I can not use because they negatively define Blacks, and so what I do is say, "Your paper is fine, and I understand what you are talking about. Now, let us see if you can take it and transfer what you have said here to standardized English that you may have to use in a larger society." The student then reads it in excerpts and pulls out concepts and operationalizes the concepts in terms of a statement and expands on that one concept in two opposition statements. He expands himself from what was black to mean something in terms of standard English in terms of a statement. But it is vital and important to him and he has not lost anything in the process.

Question: I have a question. What do you do with people who can not do what you are saying?

Comment: Well, I think everybody can do it. It is a matter of: Do you have time to wait until he is ready to move?

Question: Suppose it takes a semester?

Comment: Well, then, it takes a semester.

Mr. Williams: I think we get into some of the cultural comments when we do things according to time. I was talking to an Episcopalian minister whose description of his church sounded very much like the church I went to when I was a kid where folks came and said, "How are you doing, Mr. Jones?" "Fine. How are you doing, Deacon?" or 'Hello, I am going pretty good today. My rheumatism is sort of bad." People would talk to each other and when they were ready, they started church. There was a kind of rhythm and a kind of relating to each other which allowed people to move in such a way, so that church was started when they were ready and it was not determined by something that was arbitrary and outside the group of people that were there. But that was in a community; people related to each other on many, many levels. They lived in the same community. They went to church together. They visited back and forth in each other's homes. There were many things they did together which allowed for that kind of rhythm to exist.

The problem now is that we get in planes and in two hours I am someplace else, so we must have something that sort of regulates us and that is the clock. This is one of the problems we face. But what I would like to suggest is that we need to look at black literature. How many people are familiar with "The Sky is Gray?" It is a story by Ernest Grey and most of the story is written dialect; but it is not the dialect that makes the story work. It is the man's understanding of how people communicate and it is also his understanding of how to touch upon those words which create an emotional reaction in the reader.

Another author that you might look at is James Allen McPherson. He talks about the railroad; he talks about a number of experiences that folks have in the city, but he touches upon emotional things that may trigger emotional reactions, and it is understanding how to select those words which your listener or your reader will react to in a way that is similar to the way in which you are reacting. That may be the key. That is not the structure. What we have been talking about is not that technical. That is very difficult to do. It is a human factor and I am not sure, at least from my point of view, that there is any patented way to do it. I am not suggesting that. I am suggesting that maybe if we begin to look at our students and allow our students to bring their experiences into our classrooms, then we can develop some kind of human interaction between that student and the teacher that may give us some ways of sharing experiences and developing and evolving a different way to approach language both in terms of reading as well as writing.

APPENDIX A

CITY DESIGN

City or environment design deals with the spatial and temporal pattern of human activity and its physical setting, and considers both its economic-social and psychological effects (of which the sensuous aspect is one part). The concepts and techniques for manipulating this complex pattern are as yet half-formed. The ambiguity of our graphic notation system, and its lack of inclusiveness, is one symptom of this inadequacy. The goals for which this pattern are manipulated are not clearly stated, and their relation to pattern is imperfectly known. Our vocabulary of city form is impoverished; the need for innovative ideas is correspondingly strong. Yet it is clear that city form is a critical aspect of the human environment, and design it we must.*

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*Kevin Lynch, "The Quality of City Design," in Holland, ed., WHO DESIGNS AMERICA? (Garden City, N.Y.: Anchor Books, 1966, Copyright 1964), pp. 120-171.

CITY DESIGN

1. What concepts do you think are necessary for understanding the meaning of the passage?

2. What do you think of the concept load in the paragraph?

3. Do you find the sentence structure easy to follow? If no, tell why.

4. List vocabulary items in the passage which would be crucial to understanding the meaning.

5. Suggest ways to prepare students for reading this passage.

6. It is the subject area teacher who is most aware of the difficulties the students encounter while interacting with the concepts in texts.

   What problems might be experienced by students reading material with which they are unfamiliar?

APPENDIX B

ARS POETICA

A poem should be palpable and mute
As a globed fruit,

Dumb
As old medallions to the thumb,

Silent as the sleeve-worn stone
Of casement ledges where the moss has grown-

A poem should be wordless
As the flight of birds.

*

A poem should be motionless in time
As the moon climbs,

Leaving, as the moon releases
Twig by twig the night-entangled trees,

Leaving, as the moon behind the winter leaves,
Memory by memory the mind-

A poem should be motionless in time
As the moon climbs.

*

A poem should be equal to:
Not true.

For all the history of grief
An empty doorway and a maple leaf.

For love
The leaning grasses and two lights above the sea-

A poem should not mean
But be.

Archibald MacLeish

Archiblad MacLeish, Collected Poems, 1917 - 1952, Houghton Mifflin Company, Boston, 1952, pp. 40-41. Copyright by Archibald MacLeish. Reprinted by permission of Archibald MacLeish

APPENDIX C

THE HEART-BEAT IN LIMULUS

A.J. Carlson

1. In taking up the study of the physiology of the heart-muscle and the heart-nerves in Limulus in order to compare the heart of arachnids with that of crustaceans, I was rewarded by finding that, in this animal, the relation of the cardiac ganglia and the cardiac nerves to the heart-muscle is such that the questions of the origin of the heart-beat and the nature of the process of conduction in the heart can be settled once and for all by simple and conclusive experiments. It can now be stated as a fact that in Limulus the origin of the heart-beat is nervous, not muscular, and that conduction of the impulse or the co-ordination of the different parts of the heart takes place through the nerves, not through the muscular tissue.

2. The structure and innervation of the Limulus heart are shown in Fig. I. In large specimens, the length of the heart is from fifteen to twenty centimetres. When empty and collapsed it measures about two and one-half centimetres from side to side at its widest portion. The heart is plainly segmental in its makeup as indicated by the eight pairs of ostia (5) leading into the cavity of the heart on the dorsal side. These ostia are probably located between the segments, in which case the heart is composed of nine segments. Four pairs of arteries (2) are given off laterally from the corresponding four anterior segments. The main arteries (1) (two, lateral and one, median) take their origin from the anterior end of the heart. No arteries are given off from the posterior end. The heart is held in position in the pericardial sinus by systems of suspensory elastic tissue fibres essentially the same as in the crab or the lobster, the suspensory ligaments being connected with the heart by means of elastic tissue fibres which run longitudinally on the surface of the heart. Below this layer of longitudinal elastic fibres is, according to Patten and Redenbaugh, a homogeneous membranes (basement membrane) to which the strands of the heart-muscle are attached.

The muscle bands are arranged circularly, branching and anastomosing the one with the other. The walls of the heart are thickest at the lateral angles. The muscle is of ordinary transversely striated type like that in the heart of all arthropods (with the exception of

Peripatus). According to Patten and Redenbaugh, there is no endothelium lining the cavity of the heart, and the blood circulates freely between the muscular strands making up the walls.

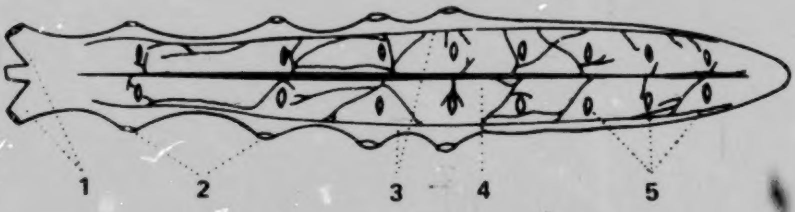

FIGURE I. The heart and heart-nerves of Limulus (the king crab), top view. The heart is shown one-half the natural size of a large specimen. (1) Anterior artery; (2) lateral (side) arteries; (3) lateral (side nerves; (4) median nervecord; (5) ostia (the openings indicating the segmental makeup of the heart).

APPENDIX D

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PART III

REPORT ON THE IMPLEMENTATION STATUS OF THE CURRICULUM DOCUMENTS FROM THE 1973 DALLAS SUMMER WORKSHOP

Summary of the Implementation Status of the 1973 Curriculum Documents by Eighteen Individual College Teams Representing the Twenty-Five 1972-73 CAP Consortial Colleges and Universities

The 1972-73 consortium of colleges and universities has now completed its series of four CAP-sponsored workshops. These workshops occurred over a time span of nearly two academic years. One of the most important aspects of these activities was each team's preparation and subsequent on-campus implementation of a curriculum document. Hopefully, such a document will further motivate and mobilize a larger segment of each institution's faculty to evolve and sustain efforts to look upon effective curricular changes as ongoing processes of academic planning.

Each college or university team, via seminar and group sessions, exchanged ideas and strategies with other teams on the necessity of addressing the special needs of students who have experienced many depravations from today's society. The following documents, therefore, represent the results of the commitments to educational service by the various teams and team members.

COLLEGE I

SUMMARY OF CURRICULUM DOCUMENT PREPARED AT DALLAS

At the Dallas workshop, College I prepared a curriculum document which dealt with a revision of general education requirements using an interdisciplinary approach which would result in a reduction of hours, thus allowing a more flexible program for students. The proposal also included plans for the establishment of necessary offices and supportive services to implement the program at the university.

Specific objectives were:

1. Reduction of hours required in general education from 53 to 31.
2. Establishment of a basic studies office.
3. Planning, staffing and implementing interdisciplinary courses in several areas: creative arts, science, social science.
4. Establishment of a testing program needed to support the basic studies program.
5. Establishment of a learning resource center as a component of the basic studies program.

The implementation of the Dallas proposal has not materialized as the College I team projected, however, significant advances have been realized. Listed below are some of these advances to date:

1. The TCCP has been approved for university-wide implementation starting with 1974-1975.
2. The TCCP office is being redesigned to become the Basic Studies Office and is listed as such in the 1974-1976 catalogue.
3. All basic studies are to be coordinated by this office.
4. The Director of this office has been named and given responsibility for the position.

5. The number of semester hours required in basic education has been reduced from 53 to 31.
6. The present Reading Center has been converted into a Learning Resource Center which will include a reading laboratory, a writing laboratory, and a laboratory for other communicative skills, i.e., speaking, listening.
7. Faculty workshops have been conducted to help inform faculty and staff. These workshops will continue through 1974-1975.
8. Departmental committees have been formed to coordinate and merge the activities and content of the TCCP program with that of the traditional programs in mathematics, social studies, English, biology, and humanities.
9. Faculty teaching loads have been reduced across the board in order to allow more time for planning and implementation.

The CAP workshops have been extremely helpful to College I. The team was able to focus on a particular institutional problem and then proceed toward a solution with the assistance of CAP, its workshops, staff, and our institutional consultant.

COLLEGE II

A PROPOSAL FOR LONG-RANGE ACADEMIC PLANNING AT COLLEGE II

The proposal for long-range planning, which emerged at the Dallas meeting, purported to: (1) devise a general education program which will deal more realistically with the academic deficiencies of students entering College II as freshman and (2) which will operate to adjust major-field offerings so as to provide for greater flexibility and relevance in the college offering.

The Thirteen College Curriculum was adopted as a model for reform of the program of general education, while a new major was planned in recreation and new minors in health and social service.

Since the Dallas meeting, the College II faculty has been informed of these plans and the college Academic Affairs Committee was assigned the task of working out a plan for possible implementation thereof. Each faculty member was supplied with a copy of This is TCCP. A faculty member was sent to participate in the TCCP summer workshop. He reported to the general faculty as to his findings.

Meanwhile, the Academic Affairs Committee commenced to hold hearings concerning proposed curricular changes in recreation, health, and social service. This committee reported its findings to the college Executive Committee and to the general faculty.

At this time, College II has requested funds through Title III of its plan for revision of its program of general education. Verbal assurances of approval have been reported by the Coordinator of Federal Programs. Exact amounts of funding are not available.

The new major in recreation was approved by the faculty and became effective in August, 1973. A minor in social service has been worked out in conjunction with a state college. Several students are already participating. Minors in health, political science, history and sociology are now part of the College II curriculum.

Complete implementation of the Dallas plan for action appears to be imminent. The final step will commence in July, 1974 if the anticipated federal assistance is forthcoming as previously indicated.

It is not difficult to bring about curricular change at College II. One of the most persistent problems involves efforts to cause plans for change to originate and be worked out at local levels instead of in high administrative offices. Departments are encouraged to submit proposals for change to the Academic Affairs Committee. This body serves as a screening agency. It conducts hearings and points out the need for correction of plans while encouraging departments to press ahead with apparently worthwhile plans. The recommendations of this committee are voted upon by the general faculty.

CAP has rendered invaluable assistance in the area of long-range academic planning. Some administrative assistance has also been received. Adoption of the Thirteen College Curriculum Program requires the training of a cadre of teachers who are well versed in the methodology of that program. Some courses (humanities) cut across departmental lines. Major adjustments are being planned in terms of teacher-time and unit responsibility.

College II is grateful to CAP for the assistance which it has rendered in all of these respects.

COLLEGE III
CONCURRENT ENROLLMENT FOR TALENTED HIGH SCHOOL STUDENTS

Rationale

The need for providing accelerated programs for high school students who possess high intellectual ability has long been recognized. There are basically three (3) reasons for providing such programs: First, society needs these future leaders and thinkers. Second, basic to our democratic philosophy is the belief that the individual is unique and deserves a chance to develop his ability to the fullest. It is important to give each student this kind of education and training which will permit achieving such a goal. Third, individuals are happiest and most effective when their abilities have been identified and developed and when they are using their abilities productively.

The manpower waste that has occurred among students who have been identified as talented but who for a variety of reasons, do not fulfill their potentials, is increasing. To help prevent this waste of human potential, a concurrent enrollment program for high school students will provide an opportunity to accelerate their college program while completing high school requirements. The talented student needs a program that is challenging and will enable him to utilize the maximum of his capacity.

Goals

1. To identify and recruit talented high school juniors and seniors in the local area to pursue courses at College III for college credit while they are enrolled in high school.

2. To provide opportunities for high school students to gain insights into general education requirements at the freshman level through specific course work, exposure to teaching scholars, and other talented high school students and college students. Also to foster close contact with talented upper-level college students serving as tutor-counselors in the program.
3. To provide counseling and guidance for students in the selection of college courses and career pursuits consistent with the students' interests, ability and previous educational experiences.
4. To allow high school juniors and seniors an opportunity to pursue an accelerated college program and to master skills necessary for transition from high school to a successful college experience.

Plan of Action

To recruit twenty (20) high school juniors and seniors of exceptional ability, as adjudged and recommended by respective principals and/or counselors for admission to the program. Eligibility for this program would be based on the following criteria:

A. *High School Certification:* Completion of minimum of four (4) semesters of high school work (junior classification), with an overall minimum average of "B."
B. *Standarized Test Certification:* Minimum of eighty (80) on the Preliminary Scholastic Aptitude Test (PSAT), 850 on the Scholastic Apptitude Test (SAT-combined) and a score of 20 on the Admissions College Test (ACT-composite).

Students may enroll during the regular term of their junior and senior years, as well as the summer prior to their senior year.

Students participating in this program may earn a maximum of twelve (12) semester hours of college credit. All students will receive a stipend of one hundred ten dollars ($110.00) per semester to assist with their expenses. Students desiring additional credit may register for an additional six (6) semester hours upon payment of regular College fees.

Students registering for the program will be advised to carefully note the course requirements for a major in a particular area of concentration.

Talented upper-level college students at College III will serve as tutor-counselors for the students in the program, and will be working under the supervision of faculty members working in said program.

All credits earned in the program may be used to fulfill degree requirements at College III.

Students progressing unsatisfactorily in the program may be asked to withdraw from same. Determination of unsatisfactory progress may be adjudged by the combined opinion of his instructors, high school counselor, faculty advisor, parents and the College Vice President of Academic Affairs.

PRESENT STATUS OF THE PROPOSED PROJECT

Presently, College III has two (2) students concurrently enrolled. During the fall semester, there were four (4) students in the same category.

None of the students have or will receive a stipend because of the lack of funds and such would only be possible by support secured through the ISE/CAP Project.

Our team does not foresee full implementation of this program without support for the following reasons:

1. The College sponsors a Pre-Freshman Program which provides financial assistance, and
2. The Federal Upward Bound Program on campus likewise provided financial aid, and
3. College funds are generally not channeled to "new" programs but rather to improve existing ones or to supplement the reduced financial aid available to students.

CAP workshops have provided untold benefits for team members; the information disseminated at the sessions plus information obtained by contacts with others have put the team members in the position to work better with their respective departments and/or divisions, with respective College committees on which they serve and in faculty sessions when curriculum development is being discussed.

Since the completion of its *Study for the Future,* College III has been in the process of curriculum change, therefore, our team has not experienced any difficulty in fostering curriculum change.

COLLEGE IV

PROPOSAL FOR ENRICHMENT CURRICULUM FOR GENERAL EDUCATION

The student body of College IV necessitates a new approach to the traditional course in the basic general education program. Most of the students attending College IV are underexposed to intellectual and cultural values and ideas. The culturally varied educational backgrounds represented by these students provide both the advantage of a rich resource of experiences and attitudes and the challenge of tailoring courses designed for students whose communicative skills are at various stages of development.

The director and professors of the general education program are aware of the difficulty which many of our students are experiencing in reading, understanding, and writing in their various subject areas. Concurrently, these same students are also experiencing difficulty in oral communication. Therefore, we are proposing a restructuring of the general education program which is interdepartmental in approach and designed to develop the students' capabilities in using all aspects of American culture, thus making them relative to experiences in other subject areas.

The design is basically that of a modularized curriculum which allows for a totally individualized classroom setting geared to the special need of each student as a result of the difficulties he has encountered before coming to College IV and also the difficulties he is encountering in handling the communicative demands of his various college courses.

Besides the suggested three modules for reading, writing, and speaking- listening, there will be a remedial module designed for the special student whose diagnostic testing indicates a need for additional reinforcement in communicative skills. Additional emphasis will be placed in the remedial module on self-confidence and introduction to formal and informal verbal and nonverbal language.

The modular approach has many advantages. It will virtually eliminate the need for standardized tests or any selective instrument. It will not necessitate expensive material and equipment. It will not complicate scheduling. It will foster unity among the academic population. Finally, the approach may attract and retain more students at College IV because the modular curriculum will provide remediation activities which will increase and improve basic education skills. It will also be designed to provide enrichment activities for those students meeting minimum cultural educational goals.

To effect such a plan, it will be necessary to have total involvement on the part of every faculty member who must remain cognizant of the modular approach. Under such conditions, the students will show a profound willingness to improve themselves. In other words, they will be positively reinforced academically, while developing and testing their communicative skills.

The curriculum will require instruction in English communications (6 hours); speech (3 hours); Studies in World Cultures (I2 hours); Natural Science (6 hours); Foreign Language (6 hours); American History (3 hours); Black History (3 hours).

Each module is viewed as a process, not a static entity. It will be redeveloped and redefined as both professor and student feel the need. A typical model for this approach follows using the 12-credit World Culture Program as a format.

Students will take four semesters of the Study of World Cultures as the basis of their General Education Program. These courses will provide an opportunity to single out for attention the great problems which mankind has faced. By way of comparison, black culture as well as other cultures will be drawn upon to illuminate the manner in which mankind has grappled with its questions–political, social, economic, philosophical, artistic and religious. Members of the Humanities and Social Science Divisions of College IV will lecture on a team basis and eminent scholars from other area colleges and universities will be asked to be guest lecturers, thus broadening the wide variety and range of intellectual experience to which College IV students will be exposed.

A list of readings centering largely on the great masterpieces of the world will give depth to the treatment of the material. These readings and the lectures will be subject to special analysis in weekly seminars. This course, which will be a study rather than a survey, is interdisciplinary in nature and selective in its coverage. It will seek to bring out an illumination of the student's mind rather than a retention of mere facts.

TYPICAL PROGRAM

First Semester

English Communications (3)
Studies in World Culture (3)
Speech (3)
Mathematics (3)
Science (3)
Physical Education (1)

Second Semester

English Communication (3)
Studies in World Culture (3)
Mathematics (3)
Science (3)
Physical Education (1)
Electives (3)

Third Semester

Studies in World Culture (3)
Foreign Languages (3)
History of American People (3)
Electives (6)

Fourth Semester

Studies in World Culture (3)
Foreign Languages (3)
History of Black People (3)
Electives (6)

COLLEGE V

IMPLEMENTATION OF CURRICULUM DOCUMENT

At the direction of the Board of Trustees, College V underwent a massive reorganization and resulting curriculum change effective at the beginning of the 1972-73 academic year. Due to the constraints of time, the planning phase of the reorganization did not provide a mechanism for evaluation. The College V CAP team considered designing methodology for analyzing the entire undergraduate curriculum as a means of providing factual data to be utilized for evaluating the effectiveness of the changes and making modifications as appropriate. The general education program was selected as a starting point since it was drastically reduced by fifteen hours and now offers many new options.

The document, prepared in Dallas, proposed an analysis of the undergraduate curriculum with special emphasis on the general education program. The objectives of the proposal were:

a. To ascertain the effectiveness of the general education program in regard to the enrollment pattern of students in courses defined per department.

b. To determine a profile of the students per department on course entrance and completion.

c. To gather numerical data on what happens to students as a result of their experiences in general education courses.

d. To provide a feedback mechanism to determine if and how alterations should be made in general education courses.

Implementation of the proposal was to begin with the 1972-73 freshman class, the first class governed completely by the new general education requirements.

On 1 July, 1973, the Office of Educational Planning and Research was reinstated. Subsequently, the college began preparation of a five-year long-range plan. The intent of the team's proposal has been incorporated into the plan and is no longer a project of the team. Much data are being gathered and departments and divisions are reassessing, revising and refining programs as they make projections for the future. The effect of preparing the data has been seen in the numerous requests for curriculum changes.

COLLEGE VI

A PROPOSAL FOR THE REVISION OF THE FOUNDATION PROGRAM OF COLLEGE VI

The College VI CAP proposed that the Foundation Program be revised and modified so as to become more meaningful and effective. The course structure is believed to be too rigid, and one of the goals of the team is to introduce more flexibility into the program. This would be a means of permitting students to take more courses of interest to them. At the same time, the greater choice of courses is expected to improve the effectiveness of the Foundation Program.

Efforts That Have Been Made to Implement the Document

The team gave a report at the Pre-School Conference in August 1973. In this report, the nature of the project was explained to the faculty, administration, and students. Their support was solicited and they were asked to make recommendations to the team. The team included in the report a review of the general education requirements of four colleges and one university in our state, a review of the general education requirements for teacher certification in our state, a review of entrance requirements of graduate and professional schools, and a review of the general education requirements of selected business and industrial firms.

In September 1973, the CAP office informed the team that its request for financial support had been approved. This enabled the team to utilize the services of two consultants, and provide release time for one faculty member to assist in developing our curriculum document. These persons have provided valuable assistance by encouraging the team to focus on the problems involved in curriculum development. Some of the questions discussed are:

1. What is the relationship of curricular offerings to the purpose or mission of the college?
2. What are the characteristics of students served by the college?
3. What qualities do we expect graduates of the college to possess?

4. What studies have been made to determine cost-benefit and cost effectiveness of proposed curricular changes?
5. What methods are presently used to evaluate the Foundation Program?

The team has encouraged the faculty to use innovative approaches in teaching. Evidence of this is seen by the fact that the competency-based teaching method is being used this year in three sections of English Composition. Additional evidence is provided by the fact that advanced placement is being used for the first time in mathematics. Seven freshmen with high ACT scores (based on College VI norms), were allowed to enroll in Calculus I. The team-teaching approach is being used in the Home and Family Living course. One member of the team serves as course coordinator.

An instrument has been developed to evaluate the Foundation Program. This instrument has been administered to 166 seniors. The results of this evaluation are expected to be useful in indicating the need for changes in specific courses required of all students.

The team has met regularly during the year and has maintained a systematic work-schedule. Courses in the Foundation Program have been discussed in detail. Input has been received from the faculty, administration and students.

Present State of Implementation of the Curriculum Document

Some of the ideas in our curriculum document such as the competency-based teaching approach, advanced placement, and team-teaching approach have gone into effect. However, our document, which calls for revisions in the Foundation Program or General Education Program, has not gone into effect.

The document has been developed to the stage where recommendations have been made for each required course and for the entire Foundation Program. The two following examples illustrate the types of recommendations that have been made:

1. Delete the 8 semester-hour course in Survey of Social Science, and allow students to satisfy the social science re-

quirement by completing 9 hours from the areas listed below. Two areas must be represented:

World History
American History
Introductory Sociology
Political Science
Principles of Economics

2. A grade of "I" (Incomplete) should be given to any student who does not fulfill course requirements, or perform below a grade level of "C" in any course used to satisfy the General Education or Foundation Program requirements.

The evaluation instrument that has been administered to seniors is being analyzed. This instrument will assist the team in determining how students view courses in the present Foundation Program. The results of this evaluation will be studied and discussed before final recommendations are made.

Possibilities of Complete Implementation of the Curriculum Document or its Modification

The curriculum document is expected to be in its final form by May 28, 1974. It will be presented to the Curriculum Committee this summer. If it passes this committee, it will be presented to the faculty for adoption at the Pre-School Conference in August. The general recommendations will go into effect at the beginning of the fall term in September 1974. Specific recommendations concerning the deletion or addition of courses may not go into effect until September of 1975. It will probably take about a year to have the recommendations or changes recorded in the college catalog, which is the official document on course requirements for graduation.

In view of the above statements, the general recommendations contained in the document are expected to go into effect by September 1974, whereas specific recommendations will probably not go into effect until September, 1975.

COLLEGE VII

SUMMARY OF CURRICULUM DOCUMENT

Introduction

Although no member of the CAP Team attended the Dallas 1973 workshop, the team was serving as a catalyst on the College VII campus to initiate several curricular changes. At the time of the workshop the following curricular changes were being discussed:

1. The establishment of a Black Studies Program.
2. The need for majors in:
   a) Social Work
   b) Art
   c) Business
   d) Health and Physical Education.
3. The need to revise the curricular offerings in Education to relate to the new developments in:
   a) Special Education
   b) Kindergarten Education
4. Since adopting a policy of open enrollment in 1972, the College has felt the need to develop a Freshman Studies Program. A testing program developed by the Mathematics department showed that approximately 60% of the freshmen needed remedial work in mathematics. The scores on the ACT test required of all freshmen revealed that over fifty percent needed remedial work in English. The CAP team, working with the faculty, recommended a completely new look at the hodge-podge approach of the present freshmen courses with the hope that an integrated program might be formulated that would build into it compensatory as well as honors work.
5. The faculty at College VII has recognized the need for a Learning Resource Center to be headed by a Director, who would promote:
   a) Compensatory Education,
   b) Provide enrichment programs for advanced students,

   c) Work with the faculty to institute honors programs,
   d) Serve as a center where self-paced, competency-based individualized and audio-tutorial instruction might take place.

6. Finally, the team saw the need to engage the entire faculty in recruitment. Therefore, brochures promoting each of the four Divisions of the College should be prepared as soon as possible. Faculty members, cooperating with the Office of Admissions, would visit the high schools and promote their Divisions, using the brochures, catalogs, financial aid statements, etc.

   These were the "dreams" of the summer of '73.

Efforts that have been made to implement the document.

Through a continuous planning and discussion with members of the CAP Team and the Social Science Division, a Black Studies Program has been developed utilizing the current courses now offered by the college. It is to be an interdisciplinary study embracing the Humanities and Social Sciences.

A major in Social Science with an AB degree in Social Work has been accepted by the Social Welfare department of our state.

A contract was awarded to remodel a section of the old science building for an expansion of the art department. A pottery room was prepared and installed with pottery wheels and a kiln installed. A new brick structure was erected to house the furnance for work in metal. An art gallery was installed. At present, this work is nearing completion and will be ready for use in the fall of 1974. At this time, a full major in art will be offered.

A major in Business, offering accounting and business administration, was begun in the fall of 1973 with large enrollment in all classes. An extra full time teacher had to be hired.

The major in Health and Physical Education was begun in the fall of I973 and is accredited by our State Department of Teacher Certification.

During the winter of 1973, negotiations were entered into with the Division of Education for teacher certification by our State, to determine what new courses would be required to obtain certification for our students in Special Education and Kindergarten Education. The results of this study saw several new courses added to the curriculum.

Considerable discussion and planning took place during the 1973-74 school year to develop a program to replace the 8CC program, that would tie in with the methodology promoted by ISE. A preliminary Basic Studies program for freshmen was written up and a proposal submitted for funding under Title III. At this time the possibility for funding looks promising.

The proposal would bring all support services as, Tutorial, Special Services, Counseling, COP, as well as Basic Studies, under one director to coordinate the efforts being made at present.

A "Blue Ribbon" committee, composed of members from all the four Divisions, as well as the support services was organized and are presently studying the direction Basic Studies should take, whether new courses are necessary, or a new approach made to instruction, such as self-paced instruction. Likewise, a study is being made of the objectives such a Basic Studies program should have, so that any curriculum changes may reflect the need to obtain competency in the objectives. Thus we are asking the questions, what mathematical skills should a student have before he attempts to take the beginning course in chemistry? Or what chemical skills should a person have before taking the beginning course in biology? It is hoped that such needed skills will be considered when the new courses are designed for the Basic Studies program.

Hopefully, the committee will present the faculty with a plan of action late in the fall semester. In the meantime, plans are underway to utilize much of the present freshmen courses in Basic Studies. When the plan is finally developed, we would think that a student might enter Basic Studies at different levels depending on the test scores and will remain in Basic Studies until he/she tests out by showing a passing level of competence. No student will begin a major until the Basic Studies program is completed. A student may by-pass any Basic Studies course he can test out of and receive credit.

In December of 1973, a contract was awarded to a construction firm to prepare three rooms in the old science building for a Learning Resource Center. Ceilings were dropped, new lights installed, rooms wired for carrels and listening table, floors prepared for carpeting, walls redecorated and a new heating and air conditioning system installed.

In April of 1974, a contract was awarded for 24 carrels, projectors, cassette players, cassette duplicator, colored video-tape camera with support apparatus and other hardware equipment. We expect the Learning Resource Center to be ready by the fall of '74.

Each of the Divisions prepared brochures setting forth the majors offered by the Division, special programs, faculty, and other items of interest to prospective students. Teams are currently visiting high schools to recruit students. Letters are being written by Division Chairman and brochures sent to names furnished by the admission's office. Special honor's grants (scholarships) are being offered to outstanding high school graduates interested in mathematics of one of the natural sciences.

The Major Unfinished Business

As of April 1, all the projections made in the spring and summer of 1973 will be in operation by the opening of the school year in August of 1974.

The major unfinished business will be the full implementation of the Basic Studies program which is currently under study by the "Blue Ribbon Committee". The committee should complete its work by the end of semester I, 1974-75 school year and the plan should go into effect in the fall of 1975-76.

COLLEGE VIII

SUMMARY OF CURRICULUM DOCUMENT

Title: THE CURRICULUM COMMITTEE: AN INSTRUMENT FOR SYSTEMATIC CURRICULA MAINTENANCE AND REFORM

Implementation

An all out effort has been made to implement the curriculum document. The document developed in Dallas has been implemented by the Curriculum Committee and any request for change(s) must be accompanied by the document. This has caused many of our faculty, students, alumni and administrators to give more thought and consideration before a proposal for change is made.

What is the state of implementation?

Implementation is 100%.

Modification of the curriculum document

The curriculum document will be modified for the next school year—1974-75 based on this year's experience.

Problem

The main purpose was securing a data base for proposed changes. However, as a result of applying the curriculum document to proposals, benefits are already being received. The curricula transactions information system enables us to make a quick analysis of College VIII activity. It is too soon to say why these transactions decreased during the 1973-74 school year. Part of it could be due to persons, who are proposing curricula changes, having to produce documentation or data bases to support the proposal. Many or most of the changes have come as a result of commitments outlined in proposals for various Federal Grants. Such was the case for: Biology, Physics, Mathematics, Political Science, Sociology and Social Welfare. Others were based on new certification requirements (Geography and Health and Physical Education). When changes are proposed involving Federal Grants, problems arise when these changes are not synchronized with the overall philosophy of the University. These kinds of data lead the Curriculum Committee to request that all proposals, requiring curriculum change, be reviewed by the Committee before they are forwarded to the granting agency.

The Curriculum Committee needs to know if proposed changes:

1. will enhance the overall program of the University,
2. is in accord with aims and objectives of the Department involved as well as the Institution, and

3. have a data base for its establishment. This is an area where the Curriculum Committee will play an important part in developing, maintaining, and changing, if necessary, the specific and general role of the College. The Committee will assess and re-assess the instructional program to ensure that the role of the College is expressed.

COLLEGE IX

SUMMARY OF THE PROPOSED WRITING CLINIC AT COLLEGE IX

The Dallas document proposes that a writing clinic be established at College IX to coincide with the Spring Semester. The Clinic is to be housed in the Academic Skills Parlor and staffed by instructors and competent upper classmen. The director and the clinicians will schedule participants who score below the norm on the American College Test, failures in freshman composition, referrals and volunteers.

Tests will be administered prior to, during, and subsequent to students' enrollment. There will be periodic reports from the staff participants and referring teachers, buttressed by a follow-up study on the participants.

Several aspects of the document have been implemented. The clinic, opening February 20, 1974, is housed in the Communication Building in an area that will be occupied by the Academic Skills Parlor in the near future; the location is well lighted, spacious, comfortable, and very accessible to clinicians and participants.

Members of the Communication Department serve as tutors, with one member serving as director and tutor. The tutors serve approximately one hundred and one students who include some failures in freshman composition; some referrals who come from freshman composition, from the special classes for students who fail the junior proficency, and from various other junior and senior classes; and a number, at present fifteen volunteer students, are on the waiting list. Each tutor spends three hours per week in the clinic, assisting two to three students during the hour. Forms for registration attendance, recording of student's weaknesses, recording of the test and the results by referring teachers, recording of work done during each visit are kept in the student's folder. A drop slip is sent to the referring teacher or volunteer if he accrues three unexcused absences.

Form W of the Advanced California Language Test has been administered since students began attending the clinic. Form Y (or Z) of the same test will be administered during the first week of May. Members of the department lent handbooks and MLA Style Sheets were purchased; students bring their own dictionairies; although two are available, if needed.

Results of a questionnaire submitted to clinicians concerning possible reporting periods and other possible requirements revealed their interest in a positive attitude toward the clinic. From results of the questionnaire, it is determined that reports of work done in the clinic accompanied by the tutor's comments will be sent to the referring teacher after the students' fifth visit, after the tenth visit, and after the final visit.

The registration form provides space for the referring teachers' final grade. Tutors, who wish to enforce written and oral work with tapes or film-strips, may request the university library or the Academic Skills Parlor to provide such service or the tutor may himself set us his machine in an adjoining classroom.

Plans for further implementation includes:

1. Visiting other writing clinics to serve ideas for improvement
2. Inviting a consultant
3. Recruiting qualified upper classmen to assist so that students will not have to remain long on the waiting list
4. Requesting progress reports and evaluation of the program from the participants, staff and referring teachers
5. Administering a second form of the California Advanced Placement Test as one means of determining students' progress.
6. Making a follow-up study on performance of participants.

A major modification seems to be serving all students who score below eleven on the English section of the American College Test since as many as 400 or more students score at that level.

COLLEGE X

SUMMARY OF CURRICULUM DOCUMENT

A careful examination of our academic program was conducted prior to the June 4-13, 1973 Dallas workshop. The examination revealed that changes were needed if the college was to continue producing men with a quality liberal education. Following this detailed study, the Committee on the Academic Program received approval from the faculty for these changes:

1. Increase the total general requirements from 50 semester hours to 60 semester hours.
2. Award academic credit for remedial courses in reading, mathematics, and English, but do not count the credit toward the 124 hours required by the College for graduation.
3. Make introductory courses in Political Sciences, Economics, Sociology, Religion, Philosophy, and Psychology available to freshmen who have tested out of remedial courses.
4. Give one hour credit per semester for the required Freshman Orientation Programs held each Tuesday, one-half hour credit per semester for Assembly Programs held each Thursday with grades to be on a pass-fail basis. Attendance at Assembly Programs to be mandatory for freshmen and sophomores.
5. Eliminate the English Fundamental examination as a graduation requirement.
6. Prepare four new Area Studies Programs: Internationl Studies and Urban Studies majors, and African Studies and Caribbean Studies minors.

Efforts made to Implement the Document

All recommendations were implemented effective with the beginning of this academic year (1973-1974). In the case of recommendation 6, we are now offering courses in each of the new area studies programs. We plan to offer additional courses next year toward the objective of fully constituted majors and minors in the respective disciplines at least by the time that our current freshmen become seniors.

Problems in Bringing about Curricular Change

Our team encountered no problems of major significance. The primary obstacle we had to overcome was how to accomplish the planned results within the established time frames, in view of other demands on the time of team members and involved faculty and administrators.

COLLEGE XI

SUMMARY OF CURRICULUM DEVELOPMENT

The College XI "Dallas" Document proposed improvement in four areas: Course Development – including instructional and grading procedures, Faculty Development – including the reward system, Orientation and Advising, and the Learning Environment. Except in the areas of grading systems, and the learning environment, the 1973-74 goals have been substantially met.

I. Course Development

A. Transdisciplinary Courses

The goal was to complete the development of the freshman-level trans-disciplinary courses for the General Education Program (GEP) in the Natural Sciences, the Social Sciences, and the Humanities, and to have these officially listed in the curricular offerings. This goal has been accomplished.

The life science portion of the science course was offered, beginning in January 1974, and joined the physical science course which was already in the pilot stages by the time of the Dallas meeting. These two courses served approximately 100 students during the second semester. The physical science portion attracted so many students that it will be offered in the summer sessions as well. The social science class, also operating at the pilot stage by Dallas, was refined and installed in the regular curriculum as Methods and Applications in the Social Sciences (MASS). It served about 45 students each semester. It is now being studied to determine whether it should be divided into two separate courses in order to fit the format of the other courses. The Humanities courses, which were only in the planning stages by Dallas, were completed, offered, in both semesters, and have been installed in the curriculum under the title, Introduction to the Humanities.

All the courses have the same goal, although they differ in their approaches. They all aim to make the student literate in the appropriate area. All proceed by abstracting topics or elements that are common to the total area and focusing the attention of the students on them. The physical science course, entitled "The Language of Science," stresses the "tools" approach. The life science course, "Issues in the Life Sciences," utilizes the issues approach, the social science, "Mass," employs the "problem" approach, and the Humanities courses uses a combination of the theme and period approach. All stress the inductive method whereby the student "discovers" the generalization rather than have it dictated to him by the teacher or text.

B. Individualized Instruction

The goal was to complete the development of the Freshman biology course and offer it as a special section featuring completely individualized instruction, and to set up the planning structure for individualizing the instruction in the Teacher Education Program courses under the state-mandated competency -based approach. This goal has been met.

The Biology 110 and 120 courses were established with the special designation "Auto-tutorial" and employ a variety of taped lessons, workbooks, slides, filmstrips, loops, etc., to permit the students to learn at their own pace and with materials best suited to each one.

Because of the magnitude of the task, a separate, campus -wide task force was established for the planning of the individualized instruction in the Teacher Education Program Courses. That group has completed the entrance – and exit criteria for the program and is now working on the same categories for the professional education component and the various sub-elements such as the General Education Program. The State Department of Public Instruction evaluates all these criteria. We are now awaiting its preliminary report.

C. Grading Procedure

The goal was to review the present grading procedures and revise them into a more flexible set of operations such as "pass-fail-incomplete" and/or some of its variations. The review portion of the goal has been met, but the results raised serious questions as to the advisability of a campus-wide effort to change the system at this time. We are beginning a campus-wide system of honoring credit achieved by atypical means, of challenge examinations, and of advance credit. Moreover, the switch to the competency-based TEP is also well under way. Each of these developments makes its own peculiar demands on the grading system. It seemed more productive to rationalize these developments into the present grading system and then determine whether the result needed changing than to try to alter and reconcile all of them at once.

II. Advising and Orientation

The goal was to establish an experimental mini-seminar in Orientation and Advising in order to assess the possibilities of some more personalized and controlled forms of handling these responsibilities. This goal has been accomplished, and steps to utilize the findings have been taken.

Twenty-five students with various majors were assigned to a single, non-departmental advisor, and three groups of 25 each, were assigned to departmental majors advisors. The students reported to these advisors on their first day of orientation and remained with them throughout the year. The advisors were responsible for the entire orientation and advising – including information on class selection, preparation of schedule cards, change of course procedures, and maintenance of records, etc. The results are now being evaluated, and a campus-wide task force has been organized to revamp the entire advising system. That group will present its recommendations early in the 1974-75 school year.

III. Faculty Development and Reward

A. Development

The goal of the development activities was to support long-term study of faculty members toward the terminal degree and, by a series of mini-grants, workshops, and de-briefing sessions, bring the faculty members into contact with new developments. This goal has been accomplished.

Six faculty members were supported with full-time study grants of $4,000 each, and eight others will receive $1,000 summer study grants. In addition, nine faculty members received workshop fees and travel funds to attend various workshops in instructional and curriculum developments – apart from the CAP Travelling Team – and reported back to their department or other groups. Two received course development grants and have developed and installed their courses. Two additional ones will receive course development grants this summer.

B. Faculty Reward System

The goal was to instigate and assist in the revision of the faculty reward system so that teaching would become recognized as a major factor. This goal has been achieved. At the instigation, and with the assistance of, commission members – and especially through the mini-library – a new faculty assessment system was set up in which the principal instrument was a new rating form spelling out and weighting the areas in which the faculty member's performance would be evaluated. On a 100-point scale, 65 - 75 of the points are assigned to teaching. This evaluation system is now being incorporated into the tenure system and will become a part of the qualifications considered in the review for the award of tenure. The precise form of the new tenure system has not yet been decided upon, but both the present system and all the proposals for change contain the new evaluation mechanism; hence it seems safe to conclude that teaching will be officially recognized as a major criterion for reward of the faculty. On this basis, two faculty members without the doctorate have already been promoted to the rank of associate professor — a rank ordinarily reserved for holders of the terminai degree.

IV. The Learning Environment

The goal was to develop, through a variety of measures, a campus atmosphere conducive to learning and change. Although a few of the individual projects have been carried out, results have been generally disappointing.

Most of the projects centered on making study facilities and information more accessible to the students and on making the faculty members and students more accessible to each other. While a few of these, such as removing Faculty and Student designations from rest rooms and more campus lighting, have been partially brought about, most of the others have been thwarted by forces beyond the power of the Commission to control. The effort to extend the library hours had to be reconsidered in view of the extension and of the light use of the present extended hours. Efforts are now being made to assist other groups spontaneously organized to bring together students and faculty to discuss topics of mutual concern. Perhaps these groups will succeed in increasing the accessibility of faculty members and students to each other, and these groups, together, can work out some means to open further the lines of communications and increase the study facilities.

COLLEGE XII

THE DEVELOPMENT AND IMPLEMENTATION OF A LEARNING RESOURCES CENTER FOR DISADVANTAGED STUDENTS IN HIGHER EDUCATION

Introduction

The chant of the times by students on all levels is "change." If colleges today accept these unprecedented changes, they must develop people who can adjust to the new ways and provide them with a greater practical education. J. Robert Oppenheimer, scientist, observed that "... the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval."

College XII is a part of the chant and observation and is continuously striving to innovate programs which will provide opportunities for the students to gain maximum understanding and skill development; gain appreciation for a balanced college curriculum; and accept their places as responsible citizens. One such program of development is the proposed Learning Resources Center.

Statement of Problem

The problem of this project is to design and develop a Learning Resources Center for disadvantaged students in Higher Education. Guidelines for practical operation and implementation will also constitute a part of the study.

The purpose of this project is five fold:

1) To propose a design and development of a Learning Resources Program.

2) To develop guidelines that will help to improve the quality of educational achievement of the disadvantaged student.

3) To provide evaluative techniques in the operation of a Learning Resources Center to assure the adequacy of instruction in meeting student needs.

4) To present a plan of development that will effect curricular changes and enhance the creativity of teachers and give students a greater opportunity to learn.

5) To provide measures to assist students and faculty in the use of the wide selection of educational media.

Method of Procedure

The concept of a Learning Resources Center has already been accepted by the faculty and staff of College XII. In addition, provisions have been made for the preparation of a qualified media specialist through a grant from a state university.

In preparation for the Learning Resources Center, the five basics of media planning, as pointed out by Robert E. Kemper, will be followed:

1. The planning program will be total and comprehensive.
2. The administrative plan and operational plan will be functionally related.
3. The planning program will be dynamic.
4. The planning program will designate responsibility.
5. The plan will provide criteria to measure quantity and quality of output.

The systems approach to media programs will be followed. This will include the development and implementation of program objectives, policies, and procedures; a diagnosis of present facilities, concepts and plans; implementation of a Learning Resources Program that will include facilities, staff, resources, services in-services, and evaluation.

The Learning Resources Center will be designed for the individual student. It will feature an excellent learning environment and a wide choice of methods. Facilities will include the renovation of an existing building on campus that will house the Instructional Materials Library, Ethnic Cultural Center, the Audio-Visual Center, and the Graphic and Photography Laboratory. The total program will be planned with the academic dean and the faculty.

COLLEGE XIII

SUMMARY OF CURRICULUM PROPOSAL

College XIII is committed to developing and refining a performance-based, personalized program for prospective graduates, a consortium responsible for teacher education, a faculty trained to function in such a program and the necessary dissemination capabilities for interacting with other teacher preparation programs.

During the 1973-74 year, several thrusts have been initiated by College XII in accordance with the "Teacher Center" philosophy of implementing a Performance-Based Educational Program capable of improving the learning experiences and opportunities of students. These initial thrusts are summarized as follows:

Faculty and Student Leaders Conference, August 28 - September 1, 1973 – The total University and student representatives participated in a five-day conference based on the theme "Learning and Leadership in a University Setting: Management Techniques." The conference was designed to afford the conference participants with experience in regard to Management by Objectives as a system for promoting efficiency, pride, and morale as the College moves forward in its thrusts in performance-based education.

Mid-Year Faculty Conference, January 3-5, 1974 – The total faculty and staff of the College attended a three-day conference based on the theme "The Academic Challenge for 1974." During the three-day conference, each School, Department, and/or Division: 1.) reviewed the basic format established by the University for attaining a Performance-based Educational Program, 2.) developed course outline on PBE instructional module format, 3.) identified in-service training and/or technical assistance needed from the College XIII Center in developing and implementing a PBE program, and 4.) identified techniques to measure the progress of the thrust in developing and implementing a PBE program.

Faculty Renewal Conference, March 4-8, 1974 – The total faculty and staff of the College attended a five-day conference based on the theme "Continuing Challenges for 1974." During the Faculty Renewal Conference emphasis was placed on: 1.) reviewing the competency-based departmental models, 2.) reviewing the competency-based instructional objectives, 3.) reviewing the attainments in performance-based education, 4.) reviewing departmental objectives and goals as they relate to the thrust in PBE, 5.) identifying immediate and long range goals of each department in regard to PBE, and 6.) revising assessment and evaluation systems and/or procedures.

Intensive Training Workshops with the School of Education, September, 1973-March, 1974 – the College XIII staff has conducted a series of nine workshops with the faculty and staff of the School of Education for the purpose of becoming competent in developing PBE instructional modules.

Departmental Faculty Training Sessions, July 1973-March, 1974 -- Representatives from the various Schools, Departments and Divisions have participated in training activities conducted at the Teacher Center for the purpose of developing PBE instructional modules. Schools, Divisions and/or Departments participating to date have included: School of Nursing, School of Business, School of Home Economics, School of Education, and Departments of History, Geography and Political Science.

Module Development, June, 1973-March, 1974 – With the use of monies provided by CAP, College XIII was able to release two staff members from their regular duties during the summer of 1973 for the purpose of developing PBE instructional modules. As a result of this released time factor, the two faculty members developed instructional modules in the areas of Early Childhood Education and Reading. Additional staff members of the interdisciplinary faculty team trained during the 1972-73 year also developed instructional modules in their particular discipline. Examples of some of these modules include: Module for Human Development, Modules for Basic Concepts in Education, Module for Tropical Soils, Module in Special Problems in Agricultural Science, Modules for Pupil Growth and Development, Module for Teaching Children's Literature, Module in Cardio-Pulmonary, Module for Findings Relative to Nursing Implications in the Care of Patients with Respiratory Complications, Module for Nursing Role Relationships and Basic Relationships in Inhalation Therapy: an Interdisciplinary Approach, Module for Chest Tubes in the Care of the Respiratory Patients, and Module for Identifying the Most Serious Lung Problems of Children.

COLLEGE XIV

MODIFICATION OF GENERAL EDUCATION REQUIREMENTS TO GIVE STUDENTS A LARGER NUMBER OF OPTIONS

The College is vitally interested in preparing its students to cope with an ever-changing dynamic society by helping them to develop their powers of critical thinking, and by assisting them to distinguish between the real and unreal. The basic studies program constitutes the Core Curriculum and are required for the bachelor's degree in all curricula. These requirements range from 38 semester hours to 50 semester hours with practically all courses being required. This means that students have very little latitude for electing courses of their choice.

The problem of the team is to give suggestions for modifying these requirements so that students will have more free electives to meet their personal needs and the rapidly changing needs of society. For example, at present, Fundamentals of Biology and Physical Science are the two courses used to fulfill the general education requirements in science.

1. It is recommended that such courses as Principles of Geology and Environmental Sciences also be used to satisfy these requirements. These courses have meaning and purpose for students and society.

2. More time should be given to the study of African and Afro-American art, music, and literature. These areas of the black experience are fundamental for the maintenance of a healthy self-image at a time when a feeling of worth is so essential for self-actualization.

3. A three-semester hour course in World Religions would widen the current offerings by making it possible for students to take Ethics, Bible Survey, or World Religions. A better understanding of the religions of the world would give students a more complete assessment of their values relative to other ethnic groups.

4. It is recommended that students be permitted to take a three-semester hour course in Principles of Geography or Regional Geography. This would enable them to take three

semester hours in Sociology, Economics, or in one of the geography courses.

5. It is suggested that all phases of general education be geared more toward the use of field trips to cultural centers, government archives, art galleries, businesses, industrial plans, schools and the like. These guided community interactions frequently create in students a higher sense of accomplishment and a deeper commitment to learning.

6. Much more attention should be given to oral and written expression in all general education courses. This is a necessity for most of our students.

7. Speech courses should be more carefully designed to correct the speech disabilities of students early during the general education period. Students entering the freshman class should be screened for speech defects. Correct speech is an important key to many new career opportunities available to blacks during these times. Television and radio are good examples.

8. More frequent participation in individual and group community projects could be utilized by many students to satisfy requirements in the Social Sciences. This type of guided experience places students in direct contact with realistic happenings in society, and enables the student to touch the lives of people representing a multiplicity of backgrounds.

9. More extensive utilization of daily and weekly newspapers, magazines, and other current materials would help students obtain a fresh picture of national and world occurrences.

10. General education must be viewed as a continuous process, and not as something that is terminated at the end of the sophomore year. The administration, faculty, students, and community must be constantly evaluating and restructuring the program to meet an ever changing society.

COLLEGE XV

SUMMARY OF CURRICULUM PROPOSAL

The administration, faculty and students of College XV arrived at an identification of the college's problems and developed a plan of action to solve these problems as a result of numerous study sessions evolving from a preliminary Self-Study for the Southern Association of Colleges and Schools and participation in the American Association of Community and Junior College's Program with Developing Institutions.

It was decided to attempt to design a new freshman general education program which could offer the possibility of solutions to the problems demonstrated by these goals: (1) reduction of the high attrition rate, and (2) maximizing the students' chances for survival in a four-year college program or in an occupation by, (a) improving proficiency in the basic skills while at the same time erasing the stigma of remediation, (b) making learning experiences varied and relevant, (c) demonstrating the interrelatedness of knowledge, (d) effecting positive faculty attitudes toward curriculum innovation and helping them to acquire the skills and knowledge necessary to facilitate their working in such curriculums, and (e) revising the counselling program to integrate its several segments into an organic whole which can better serve the needs of the students.

A four-phase schematic was developed to produce this new curriculum, or CORE – AN INTERDISCIPLINARY APPROACH as it was later called. The Program has passed through two phases. Phase I, the planning phase, defined the problems, set the objectives, and outlined the methods to be used in achieving these goals. Phase II implemented the new curriculum with an experimental group of eighty-seven (87) freshman students chosen at random. In this phase, all course objectives were defined in behavioral terms, learning experiences were varied and relevant, and an attempt was made to interrelate learning. Faculty and student assessment of the experiment set the three major objectives for phase III:

(1) To seek improvements in interrelating the disciplines and to revise the materials developed in phase I,

(2) To provide in-service training for the faculty to effect further attitudinal changes and to improve skills and knowledge for working in the program,

(3) To begin follow-up studies to more fully determine the impact of the program.

Phase IV will attempt the full implementation of CORE: AN INTERDISCIPLINARY APPROACH as the freshman general education at College XV.

In the preparation of the curriculum document during the Dallas conference, the College XV CAP team identified the three major objectives to be considered during the 1973-74 school term. In this paper, the team will attempt to identify the level of implementation of this date relative to the objective below:

Objective – To seek improvements in interrelating the disciplines and revising materials from phase I.

To date, the level of interrelatedness has improved over that of the previous year. The team approach is very evident and student participation in the planning sessions is on a regular basis. Student input has been very useful in the revising of materials used and in the general operation of the program. Each teaching team prepares quarterly reports on activities, successes, failures, etc. within the particular area of study. These reports are included as a major part of a larger paper because they reflect the actual implementation of the CORE Program and the objective of this phase of the Program.

COLLEGE XVI

A SYSTEMATIC APPROACH TO CURRICULUM CHANGE

INTRODUCTION

The curriculum at College XVI is characterized as rigid and inflexible, excessively loaded with irrelevant course requirements, and faculty and administration oriented. If these criticisms are in fact, true, then the curriculum becomes inherent and an unreasonable taskmaster to which the student must abide to be certified for graduation. It defeats its purpose as an instrument from which the students must draw meaningful and enjoyable learning experiences as they go through the formal process of education.

The reasons for these criticisms are due partially to the defects of the system and/or the process within which curriculum change is accomplished. The objective of this proposal is to develop an alternative system or process that will decrease or eliminate the above defects. The plan of this proposal includes a description of the present system of curriculum revision, discussion of the defects in the present system, presentation of an alternative system of curriculum revision and comparison between the present and proposed systems.

THE PRESENT SYSTEM

To initiate a change in the curriculum, a request must be initiated from the faculty and submitted to the Curriculum Committee (as presently structured, it is a standing committee of the University Senate) through the offices of the department head and divisional chairman. The Curriculum Committee invites the proposer or faculty initiator, in a regular meeting, to justify the proposal for a change. If the Curriculum Committee is convinced about the importance and validity of the proposed change, it is recommended for approval to the University Senate. If it is approved, the proposal is forwarded to the Vice President, through the Dean of Academic Affairs for implementation. If, however, the proposal requires certification from State Board of Education, or the State Co-ordinating Council for Higher Education, then the proposal is forwarded to the certifying agency through the President. If the proposal does not require certification, the Vice President implements the curriculum change immediately and appropriate changes in the College catalog are made.

The present system is defective in several ways. First, there is little or no student and alumni participation. Second, there is no established criteria for systematically evaluating the proposal in terms of philosophy of the institution, benefits resulting from the change, cost needed to implement the change and consistency with existing regulations of the State Board of Education, our State Coordinating

Council of Higher Education and guidelines established by professional certifying organizations such as American Medical Association, AAUP, Southern Education Board, etc. Third, the present system perpetuates the existence of inflexible and rigid curriculum and an excessive number of required and elective course. Because of these problems, we are proposing an alternative system of curriculum revision.

THE PROPOSED SYSTEM

The proposed system allows for the participation of major students in certain allied departments; junior level students who have not yet selected thrir major area of specialization; Student Government Association; alumni and faculty. Proposals for curriculum change may originate from any one of these sources. The proposals are reviewed by the Departmental Council and then forwarded to the Department Head. The request is then forwarded to the Curriculum Committee. From this committee, it is forwarded through the University Senate and Dean of Academic Affairs to the Vice President.

The Curriculum Committee should consist of administrators, faculty and students. The administrative component should include (1) Dean of Academic Affairs; (2) Administrative Assistant to the Vice President, and (3) Director of Institutional Research. The faculty components should include all divisional heads. The student components should include students selected by the Student Government Association.

In the process of evaluation, the Curriculum committee should address itself to the following categories as guidelines for evaluation:

1. Justification for proposed change,
2. Proposal as it relates to the philosophy of the institution,
3. Benefits derived from proposed change,
4. Costs involved in the proposed change, and
5. Consistency with existing policies and regulations.

COLLEGE XVII

IMPLEMENTATION OF A MODULAR INDIVIDUALIZED INSTRUCTION PROGRAM

The implementation of the College XVII CAP project has taken place. The second semester enrollees were selected from general biology, English and social science as the experimental group. There were approximately 42 in number from each discipline. However, this represents a change from the original anticipated number to be used.

Pretests for the module were administered in each discipline in order to determine the student's level with reference to the module. The students were then directed to that sequence of the module indicated by the pre-test.

COLLEGE XVIII

SUMMARY OF CURRICULUM PROPOSAL

The College XVIII team proposed this year a change to a curriculum of 60 hours general studies, distributed as follows: speech, 3 hours; composition, 6 hours; mathematics, 6 hours; science, 6 hours; social sciences, 12 hours; philosophy, 6 hours; theology, 6 hours; the arts, 12 hours, and 3 hours free elective. A full description of this curriculum is included in our General Studies Proposal.

The CAP team met regularly through the year on Monday afternoons, discussing general studies with different departments at College XVIII, and drawing upon faculty counsel and recommendations. The general studies proposal has been submitted to the Academic Council.

The state of implementation at this point is continued discussion in the Academic Council.

The possibilities of complete implementation of the proposal seem slight; the proposal, if modified, may be approved by the Academic Council.

PART IV

PARTICIPANTS' POSTULATES ON ONGOING CURRICULUM DEVELOPMENT AT PREDOMINANTLY BLACK COLLEGES AND UNIVERSITIES

PARTICIPANTS' POSTULATES

This final workshop, for the 1972-73 consortium, was concerned with reports from each college team on postulates for theories of curriculum development at CAP consortial colleges and predominantly black colleges in general. The CAP office requested each college team, prior to the workshop, to develop a position paper on the direction that predominantly black colleges should be headed. Each college team was advised that their postulates about undergraduate education should be reflected through discussions among the team's members as well as with their faculty, students, administrators and community persons. Part of the small group discussion sessions at this workshop was devoted to the discussion of each institution's paper. The non-repeating postulates, reported out of the small group discussions to the final plenary session, are presented for the following reasons:

- To record for the participants and for the broader educational community postulations about curriculum development at black colleges which emerged at the fourth CAP workshop on Curriculum Change in Black Colleges for the 1972-73 consortium.

- To provide information and shared intuitive thinking on various programs and innovations that were designed to meet the diversity of students' needs.

- To provide the participants with specific plans of action that were derived from the entire community working cooperatively together.

- To provide the varied points of view of the participants in the four CAP workshops who have been considering the viability of black institutions in American higher education for the past two years.

The postulates listed below do not represent a consensus of the body in the final plenary session. Non-repeating postulates are listed as reported out of the four small group sessions.

1. Black colleges must become more responsive to nationally recognized manpower needs.
2. Black colleges must develop better relationships within the community.
3. Black colleges must provide an environment that reduces antagonistic behavior of students.
4. Black colleges must work toward the total commitment of the entire college family to the philosophy and goals of the college.
5. Black colleges must become designers of efficient ways to teach the black student to compete and survive in the real world while at the same time perpetuate the black heritage and a pride in blackness.
6. There should be more effective utilization of educational media as instructional aids.
7. There is a need for more extensive remedial and compensatory programs.
8. Honor programs are needed to attract accelerated students. These students should be provided with special courses, opportunities for independent study, and opportunities for participation in undergraduate research.
9. Opportunities for advanced placement should be provided for accelerated students. A proposed plan would be "credit by examination" an option open to freshmen and transfer students as a method of satisfying general education, and major and minor requirements.
10. A greater commitment must be made to the non-traditional college student through the offering of: night classes; the weekend college; and the entire concept of continuing education. The colleges must address themselves to a new clientele: senior citizens; small business owners, i.e., courses in bookkeeping; elected local officials; and women.

11. There will remain a need for agencies such as CAP to help conceptualize ideas, articulate needs, and provide a systematic manner in which predominantly black colleges can exchange and share concerns, problems and solutions.
12. The educational system of a predominantly black college must have built in processes for systematic and periodic evaluation. It should also have some mechanism for responding to that evaluation.

Furthermore the black colleges must:

13. Provide experiences which will acquaint the student - black and white - with the unique features of the black heritage and the relation of that heritage to that of the larger society.
14. Continue to provide experiences in value development and assessment which will enable the student - black and white - to become so sure of the worth of his own heritage and culture that he will feel no need to denigrate those different from his own.
15. Change from its traditional content-centered orientation to a concentration on abilities and attitudes. Because much of the subject matter the student learns will be obsolete by the time he graduates, the curriculum should be performance-oriented, designed to provide the student with the tools of learning and with the attitude and the will to continue his education on his own.

With special regards to the curriculum:

16. The curriculum should move toward interdisciplinary approaches. Many of the present career opportunities cut across the lines of the traditional academic disciplines and future careers seem to continue that trend. The curriculum should continue its core of traditional liberal arts and science courses, but the material in these courses should become

more closely related to the actual past, present and possible future experiences of the students and stress the liberal arts values rather than the mere acquistion of techniques and materials. Community services and research should be part of the curriculum but should be regarded as tools and media rather than ends in themselves.

17. The curriculum should provide for a major change in teaching methods. It must shift the role of the teacher from that of a dispenser of information to that of a manager of learning.